

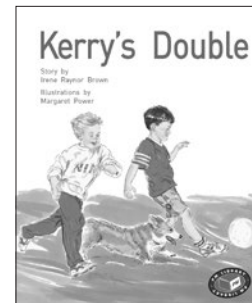
Kerry's Double

PM Level 23

Silver

Text Type Narrative

Running Words 842



Preparing for Guided Reading

Orientation to the text

- Discuss the legal requirements to register dogs. If possible, invite someone from the RSPCA or local council to explain their role and show examples of the requirements, e.g. identity discs.

Prior knowledge

- This story is a sequel to *Kerry*. A dog identical to Kerry mistakenly arrives at Steve's house. Kerry makes things difficult when he shows that he does not want to share his home with another dog!

Building the Balanced Reader

Vocabulary

Key vocabulary

angrily, difference, disappointed, forgotten, practice, probably, searching, sure, usual

Content Words

absolutely, accident, complaining, corgi, council, cousins, identical, identity, leash, nuisance, registration, related, rescue

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Ask students to explain why Steve took Kerry home.
- Compare the illustration on pp. 4–5 with the previous illustration. Ask students to find, in the text, information that suggests this dog is not Kerry.
- Talk about how Steve knew that this corgi was not Kerry, even though they looked absolutely identical.

- Study the illustration carefully. Encourage students to respond critically to the text on pp. 8–9. What would they do in a similar situation?
- Discuss reasons why the dogs might dislike one another. Have students explain how dogs express their feelings when they are happy, sad, angry, upset, hungry, etc. Invite students to read pp. 10–11 aloud with the appropriate expression.
- Ask students what else Bronwen could have done to find her lost corgi.
- Discuss the loyalty and affection that often develops between a pet and its owner.
- Revise the term *onomatopoeia*, that is, a word that imitates the sound made by the person or object in the text, e.g. *Grrrrr, Woof-woof-woof, Owww-owww-owww*.
- Revise the punctuation used in broken quotations, e.g. *"We've found a lost dog," she said, "and I have his registration number here."* Note there is no capital letter at the beginning of the second set of speech marks because the dialogue is a continuation of the same sentence.

Comprehension

- Why did Steve tie Kerry to his kennel before he went to football practice? (*Literal*)
- Why did Steve take Kerry for a much shorter run than usual? (*Inferential*)
- Why did Kerry bark at the other corgi when Steve took the dog to the kennel? (*Applied Knowledge*)

Follow-up activities

- Ask each student to write a list of characteristics of their pet, so that if it went missing, they could advise other people how to identify it.
- Discuss different ways people can locate lost pets, e.g. advertising on radio, using social media, word-of-mouth.

Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up