

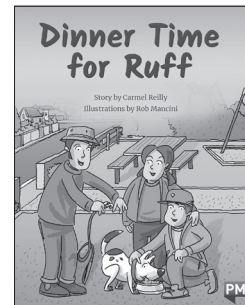
Dinner Time for Ruff

PM Level 20

Purple

Text Type Narrative

Running Words 544



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of dogs and how they might behave in different situations.
- Students should know what it means to take responsibility for a particular task or event.

Orientation to the Text

- Kayla and Joe are excited to be asked to feed their next-door neighbour's dog, Ruff, while the neighbour is away. That is, until Ruff runs away to the park and they can't catch him. Kayla comes up with a great idea to entice Ruff to return.

Building the Balanced Reader

Vocabulary

Key Vocabulary

alongside, appear, brought, face, flopped, gasped, gripped, groaned, kennel, knocked, leaned, moments, spread, straight, twice, We'll, yelled

Content Words

bent, clipped, crouched, darted, footpath, scuttling, sprinted, window

Decoding

- Remind students to look for good places to break down longer words to make them easier to read.
- Give students the opportunity to re-read parts of the text aloud to build word recognition and fluency.
- Look at the word *alongside* together. Ask, *What two words make up this longer word? How does each word contribute to the meaning?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the words together. Ask, *What do we call the group of large words at the top of the page? What other information is on the front cover?*
- Discuss with students the orientation as the first part of a narrative and read to page 5 together. Ask, *What characters have been introduced in the orientation? Where is the story taking place?*
- Point out the word *front* on page 4. Ask, *What two-letter blend is at the start of this word? What other words do you know that begin with the same letters?*

- Revise what a complication in a narrative is and continue to page 8 together. Ask, *Who has the problem in this story? What do you think they should do?*
- Continue to page 14 and point out the word *spread*. Ask, *How do you say this word? How many letters are blended together at the start of the word? Find the other 'spr' words on the page and practise reading them.*
- Read to page 17. Ask, *What extra information do we have about the complication now? How do you think the story is going to end?*
- Find the two words that start with 'cr' on page 17 together. Ask, *What are the two sounds in the blend at the start of these words? What other 'cr' words do you know?*
- Discuss what the resolution in a narrative is and continue to page 21. Ask, *How do you think the complication in the story will be resolved? Read to the end of the text and compare students' predictions with what happened.*

Comprehension

- How did Joe and Dad make sure Ruff didn't run away again? (*Literal*)
- Why do you think Kayla and Joe were excited about feeding Ruff? (*Inferential*)
- What might have happened if Kayla and Joe did not catch Ruff? (*Applied Knowledge*)

Follow-up Activities

- In small groups, ask students to talk about what it takes to care for a dog. Bring students back together and share their responses. Use the information from the story and students' own knowledge to write a shared procedure outlining how to care for a dog.
- Re-read the first chapter together and discuss the difference between narration and direct speech. Practise reading the chapter with appropriate expression together. Then, put students into pairs to read it to each other with fluency and expression.
- Brainstorm with students what other complications the author could have chosen to use in the story instead of Ruff running away. In pairs or individually, ask students to choose a problem and write their own complication. Have students swap with someone else and suggest a resolution for the complication.

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Date _____

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Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to read two- and three-letter blends.

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Success Criteria

- I can find and describe the title, orientation, complication and resolution of the story.
- I can fluently read words beginning with two- or three-letter blends, such as *front* and *sprinted*.

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Guided Reading Notes

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