

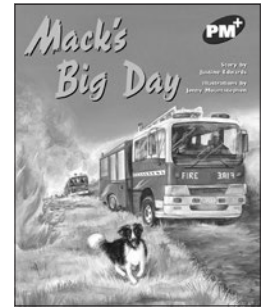
Mack's Big Day

PM Level 20

Purple

Text Type Narrative

Running Words 464



Preparing for Guided Reading

Orientation to the text

- Involve students in a discussion about dogs. Talk about how dogs can think and act intelligently to protect people and property.

Prior knowledge

- It is mid-summer on a sheep farm and the grass is very dry – a potential fire hazard! The driver of a passing car throws something out of the window. Soon a flame flickers in the brown grass!

Building the Balanced Reader

Vocabulary

Key vocabulary

nearby, spray, spread, untied

Content Words

ashes, blackened, burned, burning, country, crackled, firefighters, flames, flicker, motorcycle, pile, pumped, sirens, smoke

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations. Establish that it is mid-summer.
- Identify the setting as an Australian sheep farm. Notice the long dry grass on the side of the road. Point out that Mack's kennel has been placed under a tree and that there is a bowl of water for him.
- Discuss the implication of *A small flame was beginning to flicker in the dry brown grass.*
- Predict actions that Jim Ross might take to control the fire.
- Encourage students to check their predictions before they read the text.

- Study the illustration. Discuss the meaning of the phrase *the blackened hillside*. Talk about Steve and Anna's feelings of dismay. Ensure students are aware of their relief that no one has been hurt!
- Use **PM Alphabet Blends** books to revise blends: *straight; spray, spread; flame, flicker.*
- Revise words that have -es added to make plurals, e.g. *ash, ashes; bush, bushes.*
- Talk about how new words can be built from the root word, e.g. *black, blackened; crackle, crackling; flick, flicker.*
- List vocabulary that describes position, e.g. *nearby, beside*. Add other words to the list.
- Discuss how prepositions influence a verb, e.g. *coming along, stood up, disappeared into*. Find further examples in the text.

Comprehension

- What woke Mack up? (*Literal*)
- What could the driver have thrown out the car window that started the fire? (*Inferential*)
- Do you think Mack usually barks a lot? Why? (*Inferential*)

Follow-up activities

- Role-play an interview with Jim Ross. List questions that an interviewer might ask. Together, write a statement that would introduce the interview. In pairs, have students practise the role-play (one students as the interviewer and the other as Jim Ross) The interviews could be recorded on audio tape or presented directly to the class.
- Write about intelligent activities that dogs are specially trained for.
- In pairs, have students write a newspaper article about the events. Talk about selecting a headline that will encourage people to read the article.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, and use various reading skills and strategies to improve my understanding of the text.

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Guided Reading Notes

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