

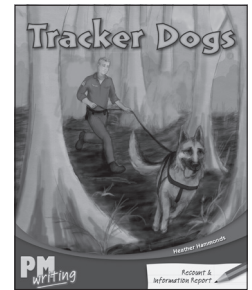
Tracker Dogs

PM Level 28

Ruby

Text Type Recount/Information Report

Running Words 342/302



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also understand that some types of dogs can be trained to help people with different jobs, such as finding missing people.

Orientation to the Text

- Dogs are clever animals that can use their good sense of smell to help people. This book features a fictional recount of a police tracker dog that is used to find a child missing in the bush, and an information report that outlines the different jobs that utilise dogs.

Building the Balanced Reader

Grammatical Conventions

- Discuss the three types of nouns with students: common, proper and pronouns. Ask students to find and record two examples of each in the text and to compare them with a partner. Invite students to share some of the words they found, how they knew they were nouns, and how they classified them.

Vocabulary

Key vocabulary

detector, handler, identify, located, operation, rescue, reunited, safety, scent, tracker, wandered

Spelling

- Together, identify the base word of the past-tense verbs *arrived* and *tracked*. Discuss what was added to each base word to make it past tense and why. Look for other examples of base words that end in 'ed' and those that don't in the text. Then, invite students to suggest how to write the past tense of other verbs, such as *happen* and *introduce*.

Visual Literacy

- Look back at the images in the recount section of the book, *Finding Amy*, together. Discuss how each image makes the reader feel and why the author chose to use those particular images to enhance the text. Ask students to choose one page and draw an alternate image, then discuss.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title of the book together. Ask, *What can you see in the image? What do you think is happening?*
- Read up to pages 2–3. Explain to students that 'scanning' is reading over a text quickly to find particular information. Ask students to scan for the names of Amy's parents. Ask, *What do you need to think about as you are doing this?*
- Look at pages 6–7. Discuss the information that the map on page 6 provides. Ask, *Why do you think the author decided to include a map? How does it help you to understand the story?*
- Continue to page 9. Ask students to find the part of the text that says where Amy was found. Talk about how students went about this.
- Introduce students to 'skimming' as a way of reading a text quickly to get an idea of what it is about. Invite students to skim read pages 10–11. Then, ask them to share their impressions of what they read.
- Continue to page 12. Ask students to describe the different elements on the page, including the image, caption and the way the text is presented. Talk about how these elements enhance students' understanding of the text.
- Continue to page 16. Draw students' attention to the image. Ask, *How does it relate to the text on the page?*

Comprehension

- What is a tracking club? (*Literal*)
- How do you think Amy felt when she saw Judd the tracker dog? (*Inferential*)
- Which of the different types of tracker dogs would you like to learn more about? Why? (*Inferential/Evaluative*)

Follow-up Activities

- Present students with a selection of non-fiction texts that incorporate interesting visuals, such as maps or diagrams. In pairs, have students choose a text and talk about how these elements add to their understanding of the topic.
- Conduct some research into other jobs that animals are taught to do, such as seeing eye dogs. Have students choose an animal and make a presentation that incorporates visuals to explain what the animal does, how it is trained and other details of interest.

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Date _____

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Learning Intentions

- We are learning to use the features of non-fiction texts.
- We are learning to find important information in the text.

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Success Criteria

- I can use visuals, such as images and maps, to help me understand the text.
- I can use skimming and scanning to locate important information.

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Guided Reading Notes

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