

## **Guided Reading Card**

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**England**

**Scotland**

**Wales**

**Northern Ireland**



# Pippa's Pets: Lost Dog

**Book Band** Yellow A

**RR Level** 6

**Genre** Story with a familiar setting

**Length** 16pp (125 words)

**Letters and Sounds** Phase 4

**Year 1, term 1**

**Phonics Bug** Up to Unit 12

**High-frequency words** said, where, went, from, so

## Plot Summary

Pippa finds a lost dog and takes care of it. When Pippa and her mum can't find the owner, Pippa is allowed to keep the dog as her pet.

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p. 11	<b>Reading</b> [Discuss] the significance of the title and events.	<b>Y1 t1, Literal Comprehension</b> Answer questions about information on a selected page.
Y1, RC, p. 11	<b>Spoken Language</b> [Draw] on what they already know or on background information and vocabulary provided by the teacher.	<b>Y1, Planning</b> [Say] a simple sentence aloud to their partner before writing it.
Y1, WC, p. 14	<b>Writing</b> [Say] out loud what they are going to write about.	<b>Y1, Grammar and Punctuation for Accuracy</b> [Their] writing can be read by themselves and others.

**Key**

RC = Reading – comprehension, National Curriculum in England (2013) WC = Writing – composition, National Curriculum in England (2013)



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# Session 1: Reading

## Before Reading

### Phonics for Reading

Write the words *kept* and *scrub* on the flipchart and, as a group, identify the vowels and consonants. Ask the children to copy these words onto their whiteboards and add sound buttons. Check they have put a sound button under every letter. Blend and read each word, ensuring that the children identify every phoneme (sound).

### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Ask what children think the story will be about.
- Share pages 10 and 11. Ask if children think the dog likes being put in the bath. Discuss how we know.
- Look at the picture on page 14. Check that children know what a vet is and what they do.

## During Reading

While the children read, ask them to think about the main question.

Main question: **What happens at the end of this story? (Y1, t1, Literal Comprehension)**

*Additional prompts to help you sample the children's reading:*

Pages 2–3: Ask children where Pippa met the dog. Help children identify the word *garden*.

Pages 6–7: Ask children what Pippa gave the dog. Help children identify the word *toast*.

Pages 12–13: Ask children what Pippa called the dog. Help children to identify the dog's name, *Spot*.

Pages 14–15: Ask children where Pippa and her mum took the dog. Check that they understand why.

## After Reading

Discuss the main question as a group. Ask children:

- Why was Pippa allowed to keep the dog? (Because they could not find who the dog belonged to.)
- How did the dog look at the beginning of the story? How did the dog look at the end of the story? What was different?
- Do you think Pippa was happy she found Spot? Was Spot happy to have found Pippa?

### Quick Finishers

Children draw and label a picture of their pet, or a pet they would like to have.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Write a sentence on the whiteboard: *Pippa kept the lots dog.*  
Ask children to read the sentence aloud and find the mistake.  
Provide individual whiteboards and ask children to listen carefully and then write *lost*. Check they hear all of the phonemes (sounds) in the word and can write them in the correct order. Choose a volunteer to correct the sentence, changing *lots* to *lost*.

### Spoken Language

Ask children to imagine finding a lost dog and discuss their ideas about how they might find the owner. Ask children if they have seen posters for lost pets and explain how posters are used to share information with lots of people. Ask what information should be included if Pippa made a poster to help find her dog's owner. Children should share their ideas with a partner.

**(Y1, Planning)**

### Writing

Encourage children to imagine that they have found a lost dog and need to make a poster to find its owner. Share the PCM and ask them to draw a picture of the dog from their imagination or using the picture in the book for support. Encourage them to add words to complete the poster. **(Y1, Grammar and Punctuation for Accuracy)**

### Making Links

Make 'Wanted' posters for story book characters, e.g. the wolf from *Little Red Riding Hood* or the giant from *Jack and the Beanstalk*.



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## Curriculum for Excellence

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### Plot Summary

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Curriculum Reference	Objectives	Progression Map Objective
ENG 1-19a	<b>Reading</b> I can share my thoughts about structure, characters and/or setting [...].	<b>Y1 t1, Literal Comprehension</b> Answer questions about information on a selected page.
LIT 1-09a	<b>Spoken Language</b> <i>When listening and talking with others for different purposes, I can exchange information [...] ideas and opinions, and clarify points by asking questions or by asking others to say more.</i>	<b>Y1, Planning</b> [Say] a simple sentence aloud to their partner before writing it.
LIT 1-25a	<b>Writing</b> <i>I am learning to use my notes and other types of writing to help me [...] generate and develop ideas or create new text.</i>	<b>Y1, Grammar and Punctuation for Accuracy</b> [Their] writing can be read by themselves and others.



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# Session 1: Reading

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### Phonics for Reading

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### Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the title of the book. Ask what children think the story will be about.
- Share pages 10 and 11. Ask if children think the dog likes being put in the bath. Discuss how we know.
- Look at the picture on page 14. Check that children know what a vet is and what they do.

## During Reading

While the children read, ask them to think about the main question.

Main question: **What happens at the end of this story? (Y1, t1, Literal Comprehension)**

*Additional prompts to help you sample the children's reading:*

Pages 2–3: Ask children where Pippa met the dog. Help children identify the word *garden*.

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## After Reading

Discuss the main question as a group. Ask children:

- Why was Pippa allowed to keep the dog? (Because they could not find who the dog belonged to.)
- How did the dog look at the beginning of the story? How did the dog look at the end of the story? What was different?
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### Quick Finishers

Children draw and label a picture of their pet, or a pet they would like to have.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Write a sentence on the whiteboard: *Pippa kept the lots dog.*  
Ask children to read the sentence aloud and find the mistake.  
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### Spoken Language

Ask children to imagine finding a lost dog and discuss their ideas about how they might find the owner. Ask children if they have seen posters for lost pets and explain how posters are used to share information with lots of people. Ask what information should be included if Pippa made a poster to help find her dog's owner. Children should share their ideas with a partner.

**(Y1, Planning)**

### Writing

Encourage children to imagine that they have found a lost dog and need to make a poster to find its owner. Share the PCM and ask them to draw a picture of the dog from their imagination or using the picture in the book for support. Encourage them to add words to complete the poster. **(Y1, Grammar and Punctuation for Accuracy)**

### Making Links

Make 'Wanted' posters for story book characters, e.g. the wolf from *Little Red Riding Hood* or the giant from *Jack and the Beanstalk*.



# Pippa's Pets: Lost Dog

## Welsh National Curriculum

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### Plot Summary

Pippa finds a lost dog and takes care of it. When Pippa and her mum can't find the owner, Pippa is allowed to keep the dog as her pet.

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Y1, RC4, p.21	<b>Reading</b> Use personal experience to support understanding of texts.	<b>Y1 t1, Literal Comprehension</b> Answer questions about information on a selected page.
Y1, OS4, p.14	<b>Spoken Language</b> Build on previous experience, making themselves clear by: - organising what they say - choosing words deliberately.	<b>Y1, Planning</b> [Say] a simple sentence aloud to their partner before writing it.
Y1, WMPRI, p.23	<b>Writing</b> Write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experience.	<b>Y1, Grammar and Punctuation for Accuracy</b> [Their] writing can be read by themselves and others.



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### Making Links

Make 'Wanted' posters for story book characters, e.g. the wolf from *Little Red Riding Hood* or the giant from *Jack and the Beanstalk*.



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<b>Foundation</b> R3	<b>Reading</b> Sequence stories in reasonable detail using appropriate language.	<b>Y1 t1, Literal Comprehension</b> Answer questions about information on a selected page.
<b>Foundation</b> T&L 4.10	<b>Spoken Language</b> [Share] their thoughts, feelings and ideas with different audiences.	<b>Y1, Planning</b> [Say] a simple sentence aloud to their partner before writing it.
<b>Foundation</b> W3	<b>Writing</b> Understand that writing is a means of communication and can be used for different purposes, for example, <i>writing messages for others to read.</i>	<b>Y1, Grammar and Punctuation for Accuracy</b> [Their] writing can be read by themselves and others.



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