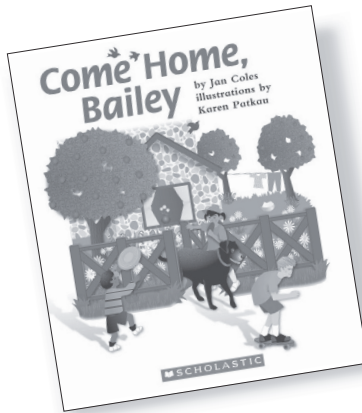


Come Home, Bailey



Written by Jan Coles

Illustrated by Karen Patkau

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: I

Summary: Bailey, a black Labrador, loves to roam, though he always returns home. When Bailey and his owner, Mrs. Green, move to a new house and Bailey wanders off, Mrs. Green is worried. Then she realizes where he must have gone.

Word Count: 367

Text Features

Visual Literacy

- ▶ environmental print
- ▶ map

Text Supports

- ▶ rhyming text throughout the book
- ▶ repetitive text on pages 3, 11, and 15–16
- ▶ map on pages 8–9

Possible Text Challenges

- ▶ some difficult words: *ramble*, *roam*, *tyke*, and *explore*
- ▶ contractions
- ▶ ellipses (...)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ sequencing

Working with Words

- ▶ word solving and building: predicting words based on rhyming text
- ▶ recognizing words that are repeated

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences using text and picture cues
- ▶ sequence Bailey's journey back to Chestnut Street, using a map
- ▶ predict words based on rhyming text
- ▶ solve words by recognizing they are repeated in the text

Teacher Hint: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Have them look at the pictures, and then read the text on the back cover to them. Ask them where they think Bailey, the dog, loves to wander. Read the title of the book and ask them to predict why the author has chosen to call the book *Come Home, Bailey*. Ask, *Have you ever had a pet wander away? Where did your pet go? What did you do to find it?* Have two or three students briefly share their stories.

Print concepts

Overcoming Text Challenges

Hand out copies of the book. Turn to page 3 and ask about the ellipses: *What do those three dots mean? Why do we use them? What do we call them?* Then say, *You will see more ellipses as you read the book.*

On page 5 point out *we've* and ask, *What do we call the punctuation mark that shows us that there are some letters missing in a word? What two words have been contracted to form we've? You will see more contractions while you are reading.*

ESL Note:

Prepare ESL students for predicting rhyming words by writing pairs of words on chart paper (e.g., know/snow). Ensure students understand word meanings. As students say each of the rhyming pairs, have them listen for the parts of the words that are the same (ending) and the part that is different (beginning). Use colour markers to differentiate and highlight each part.

Visual literacy

Have students look at the map on pages 8–9. Ask students, *Who has used a map? Why did you use it? Then have students study the map. Ask, What do you see in the neighbourhood? How do we know there is a river? What do you think the paw prints mean?*

Inferring

Setting a Purpose

Say, *As you are reading the book, think about why Bailey goes where he does.*



DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, and vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read: *Can the rhyming text help you read the word? Have you seen this word anywhere else in the book?* Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story and then share with a partner what they think happened.



AFTER READING

Inferring

When students have finished reading the text, discuss why Bailey went to the house on Chestnut Street. Ask, *Why did Mrs. Green know where to go to find Bailey?* Talk about what text and picture cues helped students realize that the house on Chestnut Street was the one Bailey used to live in. Also ask, *Why was there a black Lab puppy at the house on Chestnut Street at the end of the story?*

Sequencing

Have students turn to the map on pages 8–9. Ask, *What route did Bailey travel after he left Mrs. Green’s yard to go to the house on Chestnut Street?* Have individual students take turns describing parts of Bailey’s journey. Make sure they mention specific street names and neighbourhood features, and that they do so in the correct order. Ask students to explain any difficulties that they have with this task and discuss how to deal with them.

Print concepts

Direct students to page 12. Discuss why the author used ellipses after the word *here*.

Print concepts

Direct students to page 13 of the book. Ask them to read the page by themselves, and then draw their attention to the contraction *she’s*. Have students determine what words the contraction is made from.

Word solving and building

Revisit challenging words such as *ramble*, *roam*, *tyke*, and *explore*. Point out positive reading strategies that you observed during the lesson. For example, *I noticed that Devon used the rhyming sounds to help him read this word.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Story Outline

Making connections: text to self

Invite students to write about their own experience of a pet wandering off and to draw a picture to accompany their writing. If students have never had a pet wander off, they can make up a fictional story about it. Students can use the BLM to help them with this task. Encourage them to share and discuss their writings and drawings with each other.

Draw a Map

Have students create a map of the route they take to walk to school. Alternatively, they can create a map of the neighbourhood in which they live. They should put in streets and other features that give information about the neighbourhood (e.g., houses, trees, buildings, bridges). Note that students may need help identifying the street names.

Word Building

Word solving and building

Ask students to find and list the contractions in the book. Have them write the two words that make up the contraction beside each one. For example:

we’ve we have
let’s let us
she’s she is

As an additional challenge, have students record contractions that they know of that are not in the book. Allow students to look through other books to find more contractions, if they like.

Story Outline

Name: _____

Who will be in my story?

When will my story take place?

Where will my story take place?

What will happen?

How will my story end?

What picture will I draw?
