

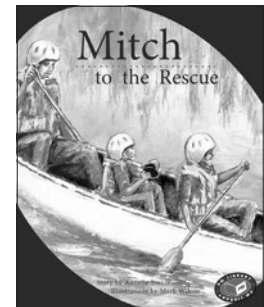
Mitch to the Rescue

PM Level 16

Orange

Text Type Narrative

Running Words 303



Preparing for Guided Reading

Orientation to the text

- Show students photographs of small water craft. Discuss the similarities between the shapes of oars and paddles. Talk about the actions of a rower who sits with his/her back to the direction of movement and a canoeist who faces forward.

Prior knowledge

- This is the first in a series of stories about Mitch and his family, who enjoy exploring the outdoors together.

Building the Balanced Reader

Vocabulary

Key vocabulary

careful, couldn't, done, held, keep, last, onto, other,

Content Words

anyone, bank, canoe, drop, paddled, scooped

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Study the cover illustration and read the title together. Identify Mitch as the younger brother. Ensure students understand the meaning of the word 'rescue'.
- Observe students as they read the text. Encourage them to decode 'canoe' and 'paddled' from the context and the visual structure of the words.
- The current is causing difficulty for the duckling. Ask students to predict what the family could do to help the duckling.

- Look at Mitch's solution. Talk about, and mime, a scooping action. Ask students why scooping with a sunhat is a better idea than grabbing with hands.
- Ask the following questions: Why was it so important to find the mother duck? Why would it be wrong to take the duckling home? Point out that the best way to care for wild creatures is to interfere as little as possible.
- Discuss why Ben told Mitch to put his hat in the water and let the duckling swim to its mother.
- Revise punctuation conventions in direct speech, e.g. "Dad, look!" shouted Mitch. "Oh, no!" said Ben.
- Revise the digraphs *ch* in *lunch* and *Mitch*, and *th* in *mother* and *There*

Comprehension

- Who paddled the canoe? (*Literal*)
- Why didn't they paddle up close to the mother duckling. (*Inferential*)
- Was Mitch worried that his new hat got wet? Why? (*Inferential*)

Follow-up activities

- Discuss the webbing ducks have on their feet that allow them to swim efficiently through the water. Locate pictures or photographs that show this. Ask students to research other animals that have webbed feet.
- Ask students to write about an occasion, either real or imaginary, where they have rescued a sick, injured or lost animal. Talk about the need to try to locate the owners, or seek assistance from a vet or animal shelter.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

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