

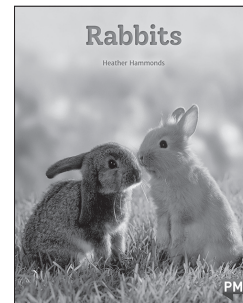
Rabbits

PM Level 16

Orange

Text Type Information Report

Running Words 349



Preparing for Guided Reading

Prior Knowledge

- Review what an information report is and how it is structured with students.
- Talk about what students already know about what rabbits look like, feel like and how they behave.

Orientation to the Text

- Rabbits come in a range of colours and sizes and are easily recognisable for their long ears and little tails. They like to run, hop and jump around, and they are fun to play with.

Building the Balanced Reader

Vocabulary

Key Vocabulary

animals, begin, hear, keep, other, people, quickly, sharp, together

Content Words

drink, fruit, fur, hay, hutch, kits, milk, vegetables, whiskers

Decoding

- Encourage students to look for two-letter blends at the start of words such as **br**own and **bl**ack, rather than sounding out each letter.
- Guide students to think about whether what they have read makes sense when they misread a word or phrase, and to go back and self-correct.
- Look at the word *whiskers* on page 4 together. Ask, *Where might you break this word to make it easier to read? What parts of the word do you recognise?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What sort of information do you think you will learn in this book? Will it be fiction or non-fiction?*
- Point out the word *small* on page 2 and explain that it is an adjective that adds to the author's description of rabbits. Look at page 3 together. Ask, *What adjectives can you find on this page that describe the rabbits?*

- Continue to page 4. Ask, *Why has the author included this diagram in the book?* Explain that the words around the diagram are called labels.
- Read to page 8. Ask, *What sort of food do rabbits need? How does the author describe the water that rabbits must have?* Guide students to find the remaining adjectives on page 8.
- Continue to page 9. Ask, *How is the information on this page organised? What do the pictures tell us that the words do not?*
- Read pages 12–13 together. Ask, *What adjectives could you use to describe the kits?*
- Look at page 14 together. Explain what a caption is. Ask, *Where is the caption on this page? What is it telling us?*
- Review the words in the glossary on page 16. Ask, *Why do you think the author has included pictures in the glossary?*

Comprehension

- What do rabbits drink? (*Literal*)
- Why might rabbits need to hop around quickly? (*Inferential*)
- What would a class need to do if they had a rabbit as a pet? (*Applied Knowledge*)

Follow-up Activities

- Look at the diagram on page 9 with students. Discuss where each of the rabbit foods in the diagram would go if the diagrams were for humans instead of rabbits. In pairs or small groups, have students make their own diagram showing what they should eat more of, what foods are 'sometimes foods' and what foods are not good for them.
- Talk about the adjectives that the author used to describe rabbits in the text. Together, brainstorm words that could be used to describe another animal that students are familiar with, such as a cat or dog. Write a simple shared description incorporating the adjectives that students suggested.
- Ask students to act out how rabbits move and what they do. Invite a volunteer to act out being another animal. Once students have guessed what it is, have them all join in. Repeat this activity using other animals, discussing the movements and actions of each.

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Learning Intentions

- We are learning to use the visual information in a book.
- We are learning to understand how authors use descriptive words.

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Success Criteria

- I can read and interpret images and diagrams with labels and captions.
- I can identify examples of adjectives that are used to describe nouns.

• _____

Guided Reading Notes

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