

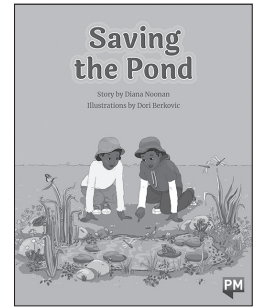
Saving the Pond

PM Level 16

Orange

Text Type Narrative

Running Words 378



Preparing for Guided Reading

Prior Knowledge

- Ensure that students know what a pond is. Talk about the characteristics of a pond and the animal and plant life that students might expect to find in a pond.
- Invite students to share experiences they have had with moving to a new house. Discuss what it was like to move and what is good about being in a different house.

Orientation to the Text

- George and Evie love the pond at their new house, but Dad wants to get rid of it so he can plant some apple trees. So, George and Evie come up with a clever plan to convince Dad to keep the pond, as well as suggesting an alternate location for Dad's apple trees.

Building the Balanced Reader

Vocabulary

Key Vocabulary

about, afternoon, carefully, dark, everywhere, front, great, quickly, quiet, together

Content Words

apple, frogs, garden, insects, phone, photo, pond, shovel

Decoding

- Point out common blends, such as 'fr' in **front**, and common digraphs, such as 'ph' in **phone**, as students read.
- Talk about the different sound that the past-tense 'ed' makes on the end of words, such as *started* and *filled*.
- Look at the word *everywhere* on page 3 together. Ask, *What two smaller words is this word made up of? What other compound words do you know that start with 'every'?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think this book will be about? What clues tell you this?*
- Look at the contents page and read the chapter headings. Discuss how this information gives students an idea of what they might find in the text. Invite students to share their predictions about what the complication in the story might be.

- Point out the phrase *Every afternoon* on page 3 and explain that it is a time phrase that shows when an event happened. Ask, *Can you give any other examples of time phrases?*
- Continue to page 7. Talk about students' initial predictions. Ask, *How have your predictions changed now that you have read more of the story?*
- Talk about what happens on page 8. Ask, *What do you think the children's plan is? What information in the text makes you say that?*
- Read page 9 together. Ask, *Which words on this page tell you when the events in the story take place?*
- Continue to page 15. Ask, *What do you think Dad's surprise is going to be? What makes you say that?*
- Talk about the time phrases at the beginning of page 16. Review students' predictions for the resolution and discuss whether or not they were plausible given the information in the text.

Comprehension

- What did Dad make for George and Evie? (*Literal*)
- What might George and Evie have written in their e-book for Dad? (*Inferential*)
- What steps do you think Dad followed to plant the apple trees? (*Applied Knowledge*)

Follow-up Activities

- Go back through the text and make a list of all the time words and phrases. Allocate a different one to individual or pairs of students to use as a sentence starter. Display the finished sentences as a visual dictionary of time phrases.
- Together, make an e-book about why students love their school or class. Talk about the images that students want to capture and what they will write to go with the pictures. Share the finished book with the school principal and parents.
- Invite students to share what they think would have happened if Dad did get rid of the pond, and talk about the action that George and Evie took to save it. Ask students to share their experiences of other conservation initiatives, such as phone recycling programs and clean-up days. As a group, decide on an action that you could take to care for the school or the local area.

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Date _____

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Learning Intentions

- We are learning to make predictions as we read.
- We are learning to identify time words and phrases in narratives.

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Success Criteria

- I can use what has happened in the story so far and my own knowledge to predict what might happen next.
- I can find phrases to describe when events happened, such as *In the afternoon* and *The next day*.

• _____

Guided Reading Notes

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