

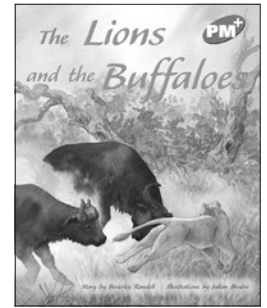
# The Lions and the Buffaloes

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 332



## Preparing for Guided Reading

### Orientation to the text

- Read and discuss *Lions & Tigers* (PM level 18/19).

### Prior knowledge

- Tension mounts in this story when a herd of buffaloes threatens the safety of some lion cubs. A satisfactory conclusion is not gained until the mother lions find that all the cubs are accounted for.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*herd, keep, themselves, together*

#### Content Words

*buffaloes, bushes, felt, great, herself, horns, missing, nearer, toss*

### 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

- Read the title together. Discuss features of the African landscape. Find Africa on a world map. Predict what the story might be about.
- Notice that the little cubs look like playful kittens and that the lionesses treat them gently and lovingly. Remind students that lions live in families (a pride). Ensure that students are aware that lionesses do not have manes.
- Talk about why the mother lions hid their cubs. Point out the commas in the first sentence. Recall their purpose when reading aloud. Notice how relaxed the lions are as they sleep in the sun.

- Explain the meaning of *herd*. Search the text for words that describe the buffaloes. Talk about the danger that the cubs face as the herd tramples the ground. Discuss the fierce, protective actions of the lions.
- Focus on the tension that builds as the two lions are unable to stop the buffaloes. Talk about the dangers facing the lion cubs.
- Observe how distraught the lionesses are when they cannot find all the cubs, and how relieved they are when the cubs are found to be safe.
- Discuss the base word *hide*, and other verb forms *hid* and *hidden*.
- Locate and revise the purpose of adjectives, e.g. *big, black, heavy, great*.
- Discuss personal pronouns, e.g. *her, his, herself, themselves* and assist students to identify the nouns to which they refer.
- Reinforce that the past tense form of the verb *take* is *took*.

### Comprehension

- Where did the mother lions hide their cubs? (*Literal*)
- Why couldn't the mother lion save the cubs by herself? (*Inferential*)
- Why couldn't the mother lions find the missing cubs? (*Inferential*)

### Follow-up activities

- Re-read a selection of PM texts about wild animals, e.g. *Baby Hippo* (PM level 6). Using relevant information, have students write about how some wild animals protect their young from dangers in the environment.
- Help students to make 'mind maps' using the facts they know about lions. Present these on charts, posters, overhead transparencies or in small booklets.
- Invite students to paint pictures of the parts of the story they found the most dramatic.
- Study the illustrations in the story, and observe the features of the lions and buffaloes. Invite students to make lions or buffaloes from modelling clay.
- Encourage students who have visited a zoo, national park or wildlife reserve to write about and draw pictures of their experiences.
- Discuss the sequence of events in the story. Have students retell the story orally or in picture form.

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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.

• \_\_\_\_\_

## Guided Reading Notes

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