

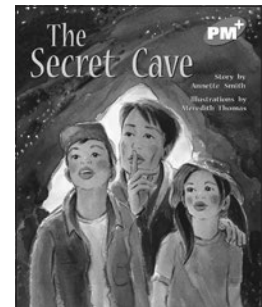
The Secret Cave

PM Level 16

Orange

Text Type Narrative

Running Words 355



Preparing for Guided Reading

Orientation to the text

- Talk about camping holidays. Encourage students to relate their own experiences. An informative discussion will help students to better understand what happens in the story.

Prior knowledge

- A holiday at a small camping ground by a lake is usually an enjoyable experience. However, it nearly results in mishap when Katie goes off exploring by herself. Here is an important safety message to discuss with students.

Building the Balanced Reader

Vocabulary

Key vocabulary

camping, cave, everywhere, lake, other, remember, track, yourself

Content Words

couldn't, dark, glow-worms, herself, holidays, notice, something, quiet

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. Encourage students to share what they know about caves. Explore the meaning of *secret*.
- Explain that the children in this story only see their dad at weekends and in the holidays. Ensure that students understand why Katie should not go off by herself.
- Talk about Dad's and Joe's concerns for Katie's safety. Discuss staying safe on holidays, using the text as an example.

- Read the first sentence on p. 10 so that the word *had* is stressed. Notice Katie's footprints. Predict what Katie saw inside the cave.
- Explain that the wingless female glow-worm emits a glowing light at the end of her body. The larvae also shine brilliantly as long as they are not disturbed. Encourage discussion about appreciating and caring for the environment.
- Discuss Dad's reasons for saying, *You did scare me*.
- Examine the letter clusters: *track*; *trick*; *truck*; *yourself*, *herself*, *himself*, *myself*.
- Clap the syllables in multi-syllable words, e.g. *hol/i/days*, *re/mem/ber*, *ev/er/y/where*, *to/mo/row*.
- Discuss the soft *c* in *notice*. Make a list of other familiar words that contain the soft *c* sound, e.g. *face*, *piece*, *nice*

Comprehension

- Why did Joe think the ground by the lake was a good place for camping? (*Literal*)
- Why were Dad and Joe worried about Katie? (*Inferential*)
- Why did Katie's dad tell her she scared him? (*Inferential*)

Follow-up activities

- On a chart, list safety rules that are important when walking along bush tracks. Ask students to write and then draw each rule on a separate piece of paper. Bind the pages together to form a class book entitled *Be Careful! Be Safe*. Add to the book at appropriate times.
- Discuss the presentation and purposes of signs around the school. Have students make signs for the classroom.
- On tent- or caravan-shaped pieces of paper, have students write about their own holidays. Bind these together to make a book.
- Paint a mural background of a 'dark, wet cave'. Cut out glow-worm shapes and decorate them with glitter. Paste these onto the mural. Write descriptive phrases on the whiteboard, e.g. *flitting quickly here and there* or *flying, glowing everywhere*. Write poems that include these phrases and paste these onto the mural.
- Research glow-worms and talk about how they light up. Ask students if they have ever been inside a cave or seen glow-worms. Have they ever made any discoveries while on holidays?

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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