

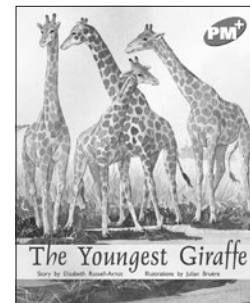
# The Youngest Giraffe

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 253



## Preparing for Guided Reading

### Orientation to the text

- Show students a book or a video about giraffes in the wild. Discuss their features, habits and habitats. Introduce vocabulary that may be used while reading the story.

### Prior knowledge

- This is a narrative with factual information. A young giraffe perseveres until he is able to independently drink from a waterhole. Neither his long neck nor his very long legs make this an easy feat.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*carefully, giraffe, seen, youngest*

#### Content Words

*done, neck, others, thirsty, waterhole, wide*

### 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 and identify the youngest giraffe by his size and distinctive markings. Discuss features of the African environment.
- Explain that the youngest giraffe is now about one year old. Notice that throughout the story he is never left alone. Ensure that the students understand that access to water is essential for all animals in the wild.
- Discuss why the giraffes check that there are no lions around before they drink.

- Observe how the giraffes have to stretch their legs wide apart so that their long necks reach the water. Compare their drinking stance with those of the zebras. Discuss what this means for the youngest giraffe, especially if he has never done this before.
- Talk about the stages of learning a new skill. Ask students to recall their experiences of learning something new. What was it like for
- them? Did they get it right the first time? Relate this to the youngest giraffe's experience of learning to drink from the waterhole.
- Talk about the youngest giraffe's perseverance. Praise his continued effort until successful. Recall other stories that students have read which feature young animals learning new skills by copying the adults around them.
- Revise word beginnings, e.g. *before, beside; along, around*.
- Discuss adding suffixes to root words to make new words, e.g. *careful, carefully; see, seen*.
- Clap words containing two syllables, e.g. *gi/raffes, zeb/ras, thir/sty*. Write these words on the whiteboard, indicating the syllables using a forward slash (/).

### Comprehension

- Where did the youngest giraffe see his mother? (*Literal*)
- Why did the giraffes have to be careful at the waterhole? (*Inferential*)
- Why did the youngest giraffe have to learn to drink from the waterhole? (*Inferential*)

### Follow-up activities

- Make a 'knowledge map' recording everything that students know about giraffes. Some students may prefer to do this activity with a partner.
- Provide books (that students will be able to read) about animals that live in the wild. Help them to search for information about how adult animals encourage their young to learn new skills. Have students present the information as a written or oral report.

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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.

• \_\_\_\_\_

## 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