

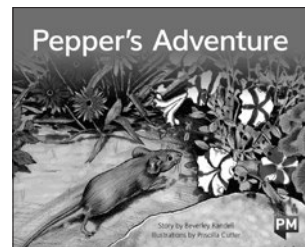
Pepper's Adventure

PM Level 14

Green

Text Type Narrative

Running Words 265



Preparing for Guided Reading

Orientation to the Text

- Keep a pet mouse in a cage in the classroom (even for a short time). Talk about pet care – food, water, exercise. Students should learn that mice are gregarious and use the sense of smell as well as hearing and sight.

Prior Knowledge

- This story is based on a real incident. It is a long story but students will enjoy the tension in the narrative.
- Enjoyment and satisfaction will be increased when the flowing rhythmic language in this book is read aloud.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *But Nicky put Pepper down on the grass to see if he liked it, and ... Pepper ran away!*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

bring, hiding, maybe, put, tell, there, want, was

Content Words

cage, crying, ladder, upstairs, sorry

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Read p. 3 and talk about the two mice. Ask, *Why were the names Pepper and Salt chosen?* Discussion will help children master the names.
- Make sure students know why Mum said, “*Don’t take them outside.*” They will see why Nicky’s behaviour on p. 7 was so foolish and be able to predict p. 9.
- Discuss the problem on p. 9, and possible ways of recapturing a lost pet mouse.
- Help students see that Mum’s and Sarah’s ideas were good on p. 13. The smell of the old cage would mean security to a lost mouse.
- If necessary, pattern the last sentence of p. 16 for students, emphasising the last word. This will make the meaning clear.
- Locate and discuss opposites used in the text, e.g. *pleased, sorry; inside, outside; old, new; do, don’t; lost, found; here, there; open, shut; bring, take.*

Comprehension

- Why did Nicky put Pepper on the grass? (*Literal*)
- Why did Sarah call her mice Pepper and Salt? (*Inferential*)
- Why did Mum tell Sarah not to take the mice outside? (*Inferential*)

Follow-up Activities

- Read several stories about mice to students. Have these books readily available in a display area for them to read by themselves. Make a ‘mouse trail’ of the books that have been shared. Some students may like to keep their own reading record. Encourage this positive reading behaviour.
- Read *The Town Mouse and the Country Mouse* (PM level 20) to students. Discuss the adventure of the country mouse and compare it to Pepper’s adventure.
- Design a ‘Lost’ advertisement for Pepper.
- Talk to students about the concept of time-lines. Demonstrate how they can record their own day at school on a time line. Read the story book again. Record the important events on a chart. Students can now work individually or with a partner to make a time line of *Pepper’s Adventure*.

Pepper's Adventure

Date _____

PM Level 14

Green

Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

• _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

• _____

Guided Reading Notes

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