

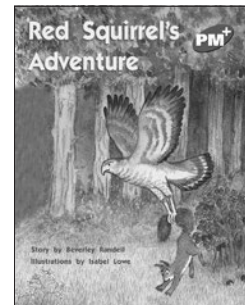
Red Squirrel's Adventure

PM Level 14

Green

Text Type Narrative

Running Words 222



Preparing for Guided Reading

Orientation to the Text

- Re-read *Red Squirrel Hides Some Nuts* (PM level 7). On a chart, list all the information that children know about squirrels.

Prior Knowledge

- This narrative (without dialogue) is a factual story based upon a true incident between three characters: a red squirrel, a goshawk and an eagle. Every page has clues that lead dramatically to the events on the next page.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *She started to run, but it was too late to get back to the trees.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

claw, claws, eagle, ground, treetops

Content Words

eagle, fight, nowhere, nuts, squirrels

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 the title together and discuss the illustration on the cover.

- Ensure that students understand that Red Squirrel will be vulnerable when she goes to get the nut.
- Draw students' attention to the goshawk swooping towards the squirrel, feet thrust out and large claws ready to grab!
- Identify the aggressive eagle, with its large wing-span, as another predator. Discuss each bird's unique colours and fighting attributes.
- Discuss Red Squirrels' lucky escape. Talk about her agility in the treetops and how quickly she seeks a safe retreat. Discuss other animals that live in fear of being prey for larger animals.
- Focus on the threat from the predators. Point out that the competition between the two birds helped the squirrel escape.
- Read *sk, squ, fl*, and *gr* (**PM Library Alphabet Blends**) to reinforce the sounds of the blends.
- Discuss the sounds made by these short vowels: *a – ran, had, e – get, Red; i – big, did; o – from, not; u – nut, run*. Look for other words in the text that contain short vowel sounds.

Comprehension

- Why did the squirrel run down the tree? (*Literal*)
- Why did the two birds want to catch the squirrel? (*Inferential*)
- How did the squirrel escape? (*Inferential*)

Follow-up Activities

- Review the events of the story in sequential order. Have students rewrite the story as if they were Red Squirrel. Begin the first sentence together, e.g. *One day I was eating a nut when suddenly ...*
- Write facts about squirrels on squirrel-shaped paper.
- Make a mural of the forest from collage materials. Have students make cardboard cut-outs of the three characters. Ask students to move the characters as they retell the story.
- Discuss how some small animals have developed behaviours to avoid being easy prey for larger animals. Discuss the use of camouflage and physical deterrents, e.g. prickles, smells, burrows, etc. Make a wall story about these behaviours.

Red Squirrel'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