

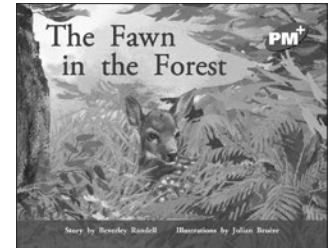
The Fawn in the Forest

PM Level 14

Green

Text Type Narrative

Running Words 226



Preparing for Guided Reading

Orientation to the Text

- Show students pictures of animals that protect themselves by using camouflage. Alternatively, read *Look at Colour and Camouflage* by Rachel Wright (1989) to students.

Prior Knowledge

- Reading this narrative aloud will enhance students' awareness of the literary phrases and rhythms of language. The illustrations and information in the story capture the true behaviour of many species of deer.
- Introduce the concepts of camouflage and remaining still as ways a fawn can protect itself from predators.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *He was safe if he stayed still.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

himself, past, try

Content Words

drink, head, secret, still, sunlight, tail

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. Discuss the cover and title page illustrations.
- Discuss the rhythmic pattern of the text. Explain that the spots on the fawn's coat help it to hide from its enemies. The spots gradually disappear when a fawn is about six weeks old.
- Discuss the concept of camouflage in relation to the phrase *spots of sunlight on the leaves*.
- Observe how the forest scene doesn't appear in its entirety but rather 'pans' across the landscape.
- Discuss the story's conclusion. It is recommended that the teacher read the book aloud, reinforcing the rhythms and sentence structures before students read the text again.
- Discuss the verb forms *lay, laying; try, tried; hide, hiding*.
- Assist students to identify the base words or longer words, e.g. *hidden* from *hide*.
- Revisit the pronouns *he, his, her, him, and himself*. Assist students to correctly identify the nouns to which these pronouns refer.
- Revise consonant blends in *place, play; stayed, still; grass, green*.

Comprehension

- Where was the secret place the fawn was hiding in? (*Literal*)
- Why did the fawn stop moving? (*Inferential*)
- Why didn't the other animals see the fawn in the long grass? (*Inferential*)

Follow-up Activities

- Have students draw pictures of animals camouflaged against their natural backgrounds. Paste these into a scrapbook. Ask students to write about their pictures. The 'camouflage scrapbook' can be added to at other times.
- Invite students to make clay models of animals that have colours to match their surroundings. Have them then draw appropriate landscapes for their models to be displayed against.
- Make a mask for each of the characters in the story. Invite students to wear these as they mime the actions of the characters. Another students can read the story aloud as the drama unfolds.
- Encourage students to write a piece of poetic writing, recreating the rhythmic structure of the text.

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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.

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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.

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Guided Reading Notes

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