

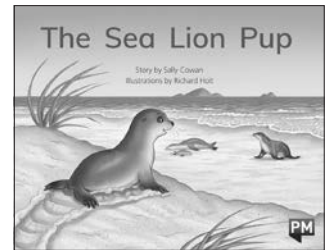
The Sea Lion Pup

PM Level 14

Green

Text Type Narrative

Running Words 241



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea that we can learn lessons from fictional stories.
- Students should understand that baby animals have needs, such as food and being cared for.

Orientation to the Text

- A sea lion pup waits for his mother to return from a long trip out to sea. He gets hungrier and hungrier as many other sea lions arrive on the beach.

Key Language Structures

- The homophones *to*, *too* and *two* are all used in the text.
- Prepositional phrases increase the length of sentences – *on the beach*; *to their pups*; *from their mothers*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

been, behind, catch, himself, still, their, tried, were

Content Words

beach, flippers, growled, hungry, waves

Decoding

- Encourage students to think about whether what they have read makes sense when they encounter a new word, and direct them to look at the letters in the word again.
- Look at the word *growled* on page 8. Cover the beginning and the end of the word so that just *owl* is visible, and support students to build the beginning and then the ending onto the word.

Fluency and Phrasing

- Have students read a page to a partner and provide feedback to each other about how it sounded.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to predict whether the text is fiction or non-fiction and to give reasons for their answers.
- Read page 2 together. Explain that the text type is a narrative and discuss with students how they can tell.

- Read the text on page 4. Ask, *Is the information on this page true? Why do you think the author included it?*
- Continue to page 6. Ask, *What adjective is used to describe the sea lion coming out of the water? Look at the illustration on page 7 together and talk about other words that the author could have used instead of big.*
- Continue to page 10. Point out the word *big* and ask students to find a word on the same page that has the opposite meaning.
- Read pages 14–15. Ask students to predict how they think the story will end and why.
- Read to the end of the text. Ask, *What did you learn about sea lions that you didn't know before? What parts of the text were made up?*

Comprehension

- How long was Little Pup's mother away? (*Literal*)
- Why do you think the other sea lion growled at Little Pup? (*Inferential*)
- Why do you think Little Pup went to sleep at the end of the story? (*Inferential*)

Follow-up Activities

- Talk about how the text was fictional but incorporated facts about sea lions. Draw up a T-chart with *Fact* as one heading and *Fiction* as the other. Invite students to suggest parts of the story that belong in each category and record their responses.
- Ask students to think about a time when they were waiting for someone to arrive. Have each child share their experiences with a partner. Bring students back together and discuss how students felt while they were waiting and what happened when the person arrived.
- Read about other animals that can be found at the beach and discuss how each of them moves. Invite a student to mime being one of the animals for the rest of the group to guess. Allow the rest of the group to join in before choosing another student to mime a different animal.
- Model writing a simple beach animal 'Who am I?' text for students. Ask students to use the same format to write a 'Who am I?' text of their own. Once they have made a good copy, students can draw a picture of the animal on the back for the reader to see once they have tried to guess the answer.

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Learning Intentions

- We are learning to identify and use adjectives.
- We are learning to think about the author's purpose.

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Success Criteria

- I can find describing words in the text.
- I can suggest other words that could be used instead of a describing word.
- I can explain what the author wanted us to learn from the text.

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Guided Reading Notes

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