

# Making a rabbit

PM Level 1

Magenta

**Text Type** Procedure

**Running Words** 32



## Preparing for Guided Reading

### Orientation to the Text

- Show students a rabbit puppet that has been made according to the instructions in the book. Discuss the puppet with students and allow them to explore it. Write the names of the facial parts on the sample, to assist students with decoding the interest words.

### Prior Knowledge

- This book describes how to make a simple cardboard puppet. The text is supported by vignettes and photographs which clarify each stage of the procedure.

### Key Language Structures

- This is an early procedural text.

## Building the Balanced Reader

### Concepts About Print

- Help students to understand that a procedure is completed in sequenced stages.
- Develop oral language skills by having students express the procedure verbally.
- Discuss the use of labels as an aid to decoding interest words.

### Vocabulary

#### Key High-frequency Words

*Here, is, the*

#### Content Words

*head, eyes, nose, ears, mouth, teeth, whiskers, rabbit*

### Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *Here* and *is*.
- Use initial sound and picture clues to help decode content words.

### Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

## Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Introduce the word *Making*. Relate it to the actions of the girl in the photograph. Read the title page and talk about the labels which are linked to the vignette.
- **Pages 2–3** Read the text with students. Discuss the shape of the vignette. Have students predict which part of the rabbit is being cut out.
- **Pages 4–5** When reading the text, note the change to the plural. Talk about how the eyes have been made and note their position on the head.
- **Pages 6–7** Encourage students to read the sentence and predict the word *nose* by focusing on the initial letter of the word, and also the photograph.
- **Pages 8–15** Assist students to read the text and to understand the procedure. Reinforce the use of the initial letter and the photographs to decode *ears, mouth, teeth, whiskers*.
- **Page 16** Talk about the completed puppet and how the addition of a stick turns the head of the rabbit into a puppet.

## Comprehension

- Which part of the rabbit does the girl make first? (*Literal*)
- What can the girl do with the rabbit she has made? (*Inferential*)
- How does the girl stick the ears onto the rabbit? (*Inferential*)

## Follow-up Activities

- Re-read the text with students. Discuss each stage of the procedure. Make a class chart with drawings of the rabbit's facial parts. Add matching labels. Provide each child with the necessary materials to make the puppet.
- Use the rabbit model as a base for making other animal puppets.

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## Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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## Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

• \_\_\_\_\_

## Guided Reading Notes

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