

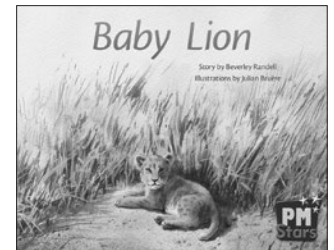
Baby Lion

PM Level 4

Red

Text Type Narrative

Running Words 69



Preparing for Guided Reading

Orientation to the Text

- Share photographs and information with students about lions living in the wild.
- Read the title of the book. Discuss the cover and title-page illustrations. Explain that the events are factual but written in story form. Write *Baby Lion* and *Mother Lion* on a whiteboard so that students will recognise them when reading.

Prior Knowledge

- This is a story about a baby lion in the wild. It is told without dialogue and describes a possible real situation. Baby Lion becomes concerned when he wakes to find his mother is not nearby.

Key Language Structures

- This book features three return-sweep sentences and 10 single-line sentences.

Building the Balanced Reader

Concepts About Print

- Reinforce correct left-to-right eye movements when reading return-sweep sentences.

Vocabulary

Key High-frequency Words

are, can, for, looking, not, see

Content Words

Baby, grass, Lion, lions, Mother, safe, sun

Decoding

- Encourage quick recognition of high-frequency words.
- Reinforce students' developing knowledge of phonemes. Encourage them to use this knowledge to predict and decode consonant-vowel-consonant words, e.g. *s-u-n*; *n-o-t*; *c-a-n*.

Fluency and Phrasing

- Ask for students' assistance when modelling how to cross-check letter-sound information against meaning and structure. Say, *Let's look for something that will help us. I will run my finger under the word while we say it slowly. Does the word sound right?*

Focusing on the Book – Guided Reading

- Study the illustrations. Use details evident in the illustrations to predict or infer meaning, e.g. talk about how Baby Lion would feel when he wakes up and can't see his mother. Explain that not being able to see his mother builds tension in the story.
- Discuss the solution to Baby Lion's problem, i.e. Mother Lion returns and Baby Lion is then safe.
- Invite students to retell the story in their own words.
- Write *Look at the big lions* on a whiteboard. Ask students to explain what the word *big* tells them about the lions. Discuss other words that could be used to describe the lions.
- Discuss the last page of *Baby Lion*. Ask, *Why was Baby Lion safe?* Ask for students' assistance to make a shared book about when they feel safe.
- Locate words that begin with the same consonant sound but are visually different, e.g. *Lion, Look; comes, can*.
- Notice high-frequency words that begin with visually different upper- and lower-case letters, e.g. *Here, here*. Remind students that a sentence always begins with a capital letter.
- Point out names that begin with a capital letter, e.g. *Baby Lion, Mother Lion*.
- Discuss the -s plural ending of *lions*.
- Write the words *wakes* and *comes* on a whiteboard. Have students say the words slowly. Discuss the endings.

Comprehension

- Where was Baby Lion sleeping at the beginning of the story? (*Literal*)
- Where were the big lions? (*Literal*)
- What did Baby Lion do when he woke up and Mother Lion was not there? (*Literal*)
- Where had Mother Lion gone? Why? (*Inferential*)
- At the end of the story, why was Baby Lion safe? (*Inferential*)

Follow-up Activities

- A baby lion is called a cub. Make a 'mother-and-baby' book showing animals whose babies are called cubs. Smaller versions of these books could be photocopied for students to share at home.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

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Guided Reading Notes

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