

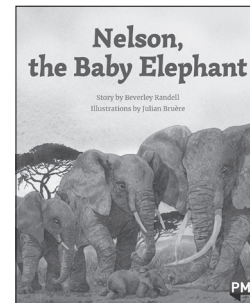
Nelson, the Baby Elephant

PM Level 17

Turquoise

Text Type Narrative

Running Words 347



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with elephants and some common characteristics and behaviours. Read the non-fiction book *Elephants* with students (PM Level 18).

Orientation to the Text

- This story is about Nelson, a baby elephant, who learns to walk with the help of his family. The story was inspired by the meticulous research of Cynthia Moss, a scientist who lived beside herds of African elephants for many years.

Building the Balanced Reader

Vocabulary

Key Vocabulary

busy, grandmother, hours, noises, proud, stood, wobbly

Content Words

aunts, born, cousins, stronger, warm, wise

Decoding

- Apply knowledge of prefixes and suffixes to assist students in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; and attending to print details.

Focusing on the Book – Guided Reading

- Before students read the text, explain that elephants' trunks are like long noses. The adult elephants on the front cover are smelling and stroking the new baby elephant.
- Ask students how old they were when they first started to walk. The focus of the story is on Nelson's determination to walk on his first day of life. Discuss how being able to walk is a survival skill for animals like elephants.

- Refer to the non-fiction book *Elephants* (PM Level 18). Page 7 of this book describes exactly how an elephant calf drinks. Compare the photograph on this page to the illustration on page 13 of this narrative.
- Discuss the sentence *He walked along in the middle of a forest of grey legs.* on page 14. Talk about why the author used the word 'forest' when describing the elephants' legs.
- Read to the end of the book. Revise past-tense verbs, e.g. *stood, fell, came.*
- Discuss the possessive apostrophes in *Nelson's family, Nelson's mother and mother's milk.*

Comprehension

- What did the other elephants do to show they were pleased Nelson had been born? (*Literal*)
- Why were Nelson's legs so wobbly? (*Inferential*)
- Why did Nelson have to run to keep up with his mother? (*Inferential*)

Follow-up Activities

- Ask students to make a timeline of ten things they learn to do from when they are born until they start school. Discuss the similarities and differences in students' timelines.
- Make a list of other baby animals that rely on their mother's milk when they are first born. Talk about how these animals are called 'mammals', and do some research together about other features of mammals.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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