

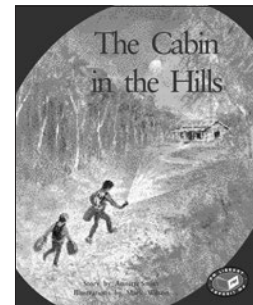
The Cabin in the Hills

PM Level 17

Turquoise

Text Type Narrative

Running Words 350



Preparing for Guided Reading

Orientation to the text

- Read a story to students about sleeping out in cabins or tents, e.g. *The Big Alfie Out of Doors Story Book* (Shirley Hughes, Bodley Head, 1992). Talk about the eerie sounds of some nocturnal wildlife, e.g. the hoot of an owl or the snuffle of a hedgehog.

Prior knowledge

- Mitch and his family enjoy exploring the outdoors together. In this story they are going to spend the night in a cabin up in the hills but something unexpected happens.

Building the Balanced Reader

Vocabulary

Key vocabulary

about, ahead, clapping, noise, possum, shining,

Content Words

bunk, cabin, loud, shone, torch

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist 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; attending to print details.

Focusing on the story – guided reading

- Read the title. Study the cover and title page illustrations. Ensure that students understand that the cabin is a place for basic shelter. The furnishings inside are usually very sparse, e.g. wooden bunks and benches, a wood burner stove for cooking and heating.
- Talk about the fact that brothers and sisters often squabble. Mitch, the younger brother, is asserting himself.

- Show students how to read some of the text in a voice that reflects the tension of the storyline. Predict what might be in the cabin. Did anyone notice the end of the tail on p. 5?
- Using the information from the text, ask students to predict how they will get rid of the possum.
- Ask students what other noises could they have made to scare the possum?
- Ask why Mitch was so sure that the cabin door had to be closed.
- Revise blends and digraphs in the initial, medial and final positions, e.g. *st – stopped, last, steps, first, past* ; *tr – track, tree*; *sh – shouted, shut, shining, sharp*; *ch – torch, catch*
- Locate words in the text that have the sound 'er', noting the different letters than can make this sound, e.g. *turn, first, heard*.

Comprehension

- Why didn't Ben and Mitch go into the cabin? (*Literal*)
- Where do possums usually live? (*Inferential*)
- Why did Mitch call the top bunk 'the possum bunk'? (*Inferential*)

Follow-up activities

- Ask the students to work in groups to make up another ending for the story, based on Dad finding a different small animal in the cabin. share the story ideas with other groups.
- Encourage students to draw a detailed pencil illustration of a possum and attach labels for eyes, ears, nose, tail, claws.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of 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, rereading 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