

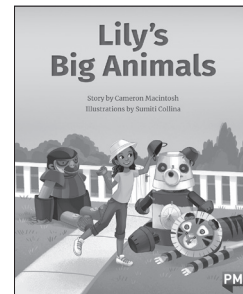
Lily's Big Animals

PM Level 21

Gold

Text Type Narrative

Running Words 637



Preparing for Guided Reading

Prior Knowledge

- Discuss what students know about endangered animals and ensure they understand the term. Invite students to suggest any animals that they know are endangered.
- Students should also know what a sculpture is, and have a basic understanding of why people make sculptures.

Orientation to the Text

- When Lily's parents tell her that her amazing endangered animal sculptures are too big for the yard, Lily devises a plan to open a sculpture garden at school. With her schoolmates' help, she gets the new garden ready for a fundraising event to help endangered animals.

Building the Balanced Reader

Vocabulary

Key Vocabulary

also, become, colourful, creatures, crowd, edge, gathered, invited, pieces, replied, settle, Several, size, welcomed, whole

Content Words

amazing, endangered, fundraise, gorilla, leopard, patch, person, principal, sculpture, snow, tablet, uploaded, web page

Decoding

- Compare the sound made by 'ough' in *thought* and *through*. Ask students to suggest other words with the same letter-sound patterns.
- Encourage students to look for logical places to break larger words to make them easier to read. For example, look at the syllables in *endangered*.
- Read the word *several* together. Ask, *How many letters are in this word? How many sounds are there?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you know about Lily so far? Why might this be important to the story?*
- Point out the apostrophe in the word *Lily's* on page 2. Ask, *What is this punctuation mark called? Why is it in this word?* Find the remaining apostrophes on pages 2–5 and discuss why they are there.

- Re-read page 2 together. Ask, *What information does this page give us about Lily? What sort of person do you think she is?*
- Look at pages 8–9 together. Ask, *Which of the apostrophes on these pages are for contractions? What does the other apostrophe mean?*
- Read to page 11 together. Ask, *Who are the three characters on this page? What do we learn about Mum from what she says to Lily? What do we learn about Peta?*
- Continue to page 17. Ask, *How would you describe the character of Lily now? What information in the story makes you say that?*
- Find the apostrophes on page 22 together. Ask, *Why did the author include apostrophes in each of these words?*
- Continue to the end of the story. Ask, *Who was the main character in this book? Who were the other characters?*

Comprehension

- What animals did Lily say their fundraising might help? (*Literal*)
- Why did Lily and her friends pull out the weeds before setting up the sculpture garden? (*Inferential*)
- What might Lily and her friends have done to organise the fundraiser? (*Applied Knowledge*)

Follow-up Activities

- Invite students to tell you in their own words what an endangered animal is. Provide time for students to research endangered animals, and compile a list of them together. Talk about which country each comes from and why they are endangered.
- With students, review the pictures of animal sculptures in the book, and discuss the types of materials that might have been used to build them. Provide a range of recycled craft materials, such as boxes, string and empty cups, and ask students to make their own endangered animal sculptures. Guide students to write or record a short oral piece describing what they made and how they made it.
- With students, brainstorm words to describe Lily, and connect these with events from the text. Ask students to consider whether each of the words or phrases applies to them and discuss their responses. Then, ask students to think of and share characters in other books they have read that have some of the same traits.

Learning Intentions

- We are learning to identify and describe the characters in a narrative.
- We are learning to read and interpret words with apostrophes.
- _____

Success Criteria

- I can list the characters in the story.
- I can describe what the characters are like, using events from the story.
- I can identify apostrophes of possession and explain what contractions are short for.
- _____

Guided Reading Notes

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