

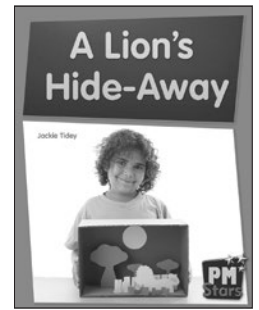
A Lion's Hide-Away

PM Levels 11/12

Blue

Text Type Procedure

Running Words 140



Preparing for Guided Reading

Orientation to the Text

- Tell students that the book is a procedure. Explain that it describes how to make a diorama of a lion hiding in the long, dry grass.
- Read the title. Study the cover photograph. Explain that a diorama is a representation of a scene that is made to appear three-dimensional.
- Turn to the title page. Build confidence in the use of the contents and glossary. Discuss the structure of a procedure: *goal*, *materials* and *steps* to complete the goal. Notice that these are also the chapter headings.

Prior Knowledge

- This procedural book describes how to make a diorama of a lion's hide-away using a box, paints, card and paper.

Key Language Structures

- Action verbs and prepositional phrases provide clear instructions to achieve the goal, e.g. *Hide the lion in the long grass*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

cut, more, put

Content Words

bottom, folds, glue, pion, paint

Decoding

- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised,

say, *Try that again*. Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Read the list of materials. Notice the adjectives used to describe the materials.
- Discuss the photographs and layout of the steps, including numerals to list the steps, each step starting on a new line and photographs that provide specific information about what each step looks like. Identify present-tense verbs at the beginning of sentences, e.g. *paint, draw, cut, glue, make*. Introduce key interest words.
- Identify compound words in the book, e.g. *inside, grasslands, onto*.
- Discuss how the following words have different spelling patterns but a similar rhyming sound: *draw, more*. Recall other words that have the same rhyming sound, e.g. *door, for, paw*.
- Find prepositional phrases in the book: *inside the box, onto the sky, along the folds*.
- Recognise a word beginning with the prefix *a-*: *along*. Recall other words that begin the same way, e.g. *again, away*.
- Notice the possessive apostrophe in *a lion's hide-away*.
- Reinforce the structure of a procedure, i.e. *goal, materials, steps*.

Comprehension

- What materials are needed to make the diorama? (*Literal*)
- What is done to make the land look like dry grasslands? (*Literal*)
- Where does the lion hide? (*Literal*)
- How do you make the trees and grass stand up? (*Inferential*)
- Why is there long yellow grass in this diorama? (*Inferential*)
- Why is this a good hide-away for a lion? (*Inferential*)

Follow-up Activities

- Provide materials so that students can make their own dioramas of a lion's hide-away.
- Invite students to adapt the materials and steps to make a diorama of another animal's hide-away, e.g. a forest scene for a chimp's hide-away.

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Learning Intentions

- We are learning to understand prepositional phrases that provide more accurate information in the steps of the procedure.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.
- _____

Success Criteria

- I can use information in prepositional phrases to accurately complete the steps in the procedure.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.
- _____

Guided Reading Notes

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