

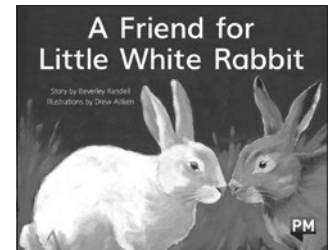
A Friend for Little White Rabbit

PM Level 8

Yellow

Text Type Narrative

Running Words 113



Preparing for Guided Reading

Orientation to the Text

- Show students how to draw 'friendship' shapes on stiff paper that has been folded in half. Cut out the shape, decorate with collage material and display.

Prior Knowledge

- An emotive story about friendships – rejection, despair, then acceptance.
- This story has the traditional repetitive structure which supports students and helps them to predict successfully.

Key Language Structures

- This book introduces and reinforces the different sounds created by the letter blend "wh", e.g. *white*, *who*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

coming, play, please, with, Yes

Content Words

white, lamb, rabbit, duck, brown

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Discuss the title and the cover illustration. Ask, *What do you think the rabbits are saying to each other?*
- Read the first page to students. Study the rest of the illustrations, predicting the text.

- Take time to talk about pp. 4–5. Ask, *How did the white rabbit feel and what will he do next?*
- Read through the text together. *Who* is an irregular word that causes problems for many beginners. Encourage students to say it aloud with full awareness of its meaning on p. 10.
- Think of alternative titles.

Comprehension

- Who played with the little white rabbit? (*Literal*)
- How did the little white rabbit feel at the end of the story? (*Inferential*)

Follow-up Activities

- Ask students to draw or paint a large picture of their best friend. Help them to write briefly why this person is so important. Cut out the drawn pictures to display on a large mural.
- Discuss and then role play situations that help students understand how to make friends.
- Make and decorate 'friendship' cards. Show students how to write an appropriate message. Place these cards in envelopes and address them. Post the letters in the class mail box.
- Make up other questions that little white rabbit and little brown rabbit will ask each other. Give students starting clues.
- Study the illustration on p. 13. Talk about the home as a burrow. Make a simple maze with instructions to help little brown rabbit find his way to the entrance. Some students may want to design their own rabbit warren.
- Associate homes with animals. Say,
A burrow is a home for a rabbit.
A stable is a home for a horse.
A sty is a home for a pig.
- Find out about, and list, other animals that move by hopping or jumping.
- Find out about animals that have long ears.

A Friend for Little White Rabbit

Date _____

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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