

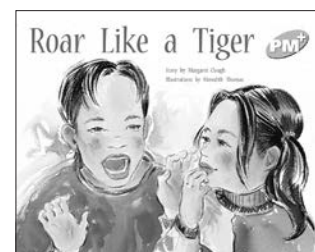
# Roar Like a Tiger

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 148



## Preparing for Guided Reading

### Prior Knowledge

- Discuss some visits that students have had to their own doctor. Encourage them to explain the reason for the visit using the word *because*, e.g. *I went to the doctor because I had sore ears.*  
*I went to the doctor because I had spots on my tummy.*

### Orientation to the Text

- Katie has a very sore throat. Mum takes her to the doctor but once inside the surgery Katie refuses to open her mouth. Joe has a good idea which helps to solve the problem.

### Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. *Katie said, "Mum, my throat is sore."*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*here, like, said, your*

#### Content Words

*doctor, roar, sore, throat, tiger*

### Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *thr-oa-t, t-i-g-er, d-o-c-t-or*

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

### Focusing on the Book – Guided Reading

- Read the title to students and ask them to predict what the story might be about. Encourage them to justify their point of view.
- Explain to students the name and purpose of a stethoscope, as shown on the title page.
- Talk about Katie's expression on pp. 2–5 and discuss how she would be feeling. Write the word *throat* on a chart ensuring that the children

understand the correct meaning. Draw their attention to the initial blend and have them say the word slowly and clearly. Many children may not be aware that redness on the body is often related to pain.

- Discuss why Katie opened her mouth for Mum when she was at home but now she refuses to do so for the doctor.
- Focus on the sound words (onomatopoeia) *mmm-mmm* and *roar* in the story. Show students how to read them with emphasis. Point out that Katie said *mmm-mmm* because she didn't want to open her mouth. What other sound words might relate to the story? Make a list on the board.
- Use the body language of the characters to help students recognise their emotions, e.g. Katie's folded arms.
- Discuss Joe's clever idea. Stress the words in bold.
- Help students to understand the doctor's comments. Check they understand that the doctor is writing out a prescription.
- Explain cause-and-effect situations.
- Comma – revise the punctuation symbol, name and meaning.
- Encourage picture and letter links to decode unknown words.

### Comprehension

- What did Katie tell her mum at the beginning? (*Literal*)
- Why couldn't the doctor see Katie's throat? (*Inferential*)
- How did Joe help the doctor? (*Inferential*)

### Follow-up Activities

- Fold a rectangular sheet of paper in half. Have students draw their face when they feel well on one half and when they feel sick on the other. Encourage them to describe their pictures to a partner, giving reasons for their expressions.
- Scribe a class letter to a child who is absent from school due to illness. Discuss the letter's content. Emphasise that it should be cheerful and interesting. Send the letter with drawings by the students.

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## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- 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 identify the orientation, complication and resolution in the text.
- 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