

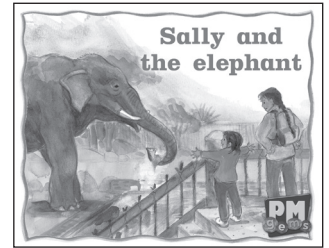
# Sally and the elephant

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 53



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about the types of animals that can be found in most zoos, including monkeys, bears and elephants.

### Orientation to the Text

- This is a book featuring recurring character, Sally. In this story, Sally is fascinated by the animals in her book. Mum takes her to the zoo and she sees the same animals 'in the flesh'.

### Key Language Structures

- Story told mostly through short observational sentences, conveyed through dialogue.
- Use of exclamation marks for emphasis.

## Building the Balanced Reader

### Concepts About Print

- Ensure the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.
- Talk about the use of large, bold text for emphasis (p. 16).

### Vocabulary

#### Key High-frequency Words

a, an, at, can, big, I, is, Look, Mum, said, see, The/the

#### Content Words

monkey, bear, elephant, zoo

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Recognise words with the support of meaning and language and structure.

### Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.
- Change voice to differentiate between Sally and Mum.

### Focusing on the Book – Guided Reading

- **Cover** Identify Sally and Mum. Ask, *Where do you think Mum and Sally are?*

- **pp. 2–7** Direct students to look at pictures of the animals in the book. Ask, *Do you think Sally likes animals?*
- **pp. 8–9** Mum is buying tickets to go into the zoo. Ask, *Do you think Sally will enjoy her visit to the zoo? What other animals can you see in the background?*
- **pp. 10–11** Sally is excited to see a monkey. Ask, *Does the monkey look like the monkey in Sally's book?*
- **pp. 12–13** Ask, *Do you think Mum likes the bear? What is the bear doing?*
- **pp. 14–15** Sally is pointing at a big elephant. Ask, *Does the elephant look bigger than the one in Sally's book?*
- **p. 16** Ask, *How does Sally show that she thinks the elephant is big?*

### Comprehension

- Where did Mum and Sally go to see the real animals? (*Literal*)
- Why do you think Sally was so surprised when she saw the real elephant? (*Inferential*)

### Follow-up Activities

- Have students name all the animals they know that can be found in zoos. Allocate an animal to each student, and have them write the animal's name and draw it. Collate the students' artworks to make a class zoo display.
- Ask students to share memories of a visit to a zoo or farm. Ask them if any of the animals they saw were bigger or smaller than expected.
- Have students mimic some of the behaviours of the zoo animals they have mentioned. Encourage them to think about what some of these behaviours might mean.

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## Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- \_\_\_\_\_

## Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- \_\_\_\_\_

## Guided Reading Notes

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