

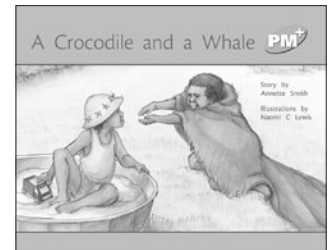
A Crocodile and a Whale

PM Level 7

Yellow

Text Type Narrative

Running Words 127



Preparing for Guided Reading

Orientation to the Text

- Talk about the fun that children can have when they dress up and pretend to be another character.

Prior Knowledge

- Matthew and Emma have an argument, but the conflict situation is quickly resolved, and they resume playing quite happily together once more.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

come, going, here, play

Content Words

truck, play, crocodile, rug, whale

Decoding

- Locate 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.

Focusing on the Book – Guided Reading

- **Cover** Do not reveal the title of the book initially. Study the illustration and discover what Matthew and Emma are doing.
- **Pp. 2–3** Ask students to read the text aloud, stressing the words in bold. Establish that the twins are having an argument.
- **Pp. 4–5** Predict what Matthew might do next.
- **Pp. 6–9** Before reading the text, discuss what Matthew is pretending to be. Ask, *What do you think Emma will do now?*
- **Pp. 10–13** Encourage reasoning and prediction.
- **Pp. 14–16** Before reading the text, guess why Emma has flung the rug over the picnic table. Ask, *Why did Emma call it a whale?*

Comprehension

- What toys did the children play with at first? (*Literal*)
- Did Emma believe Matthew was a crocodile? (*Inferential*)
- Why did Emma run away with the rug? (*Inferential*)

Follow-up Activities

- Role-play the story using speech from the book and additional dialogue.
- As a class make the story into an enlarged comic strip for the wall. Use speech bubbles for some of the text.
- Discuss situations when students like to play alone or with others. Give each child a small booklet and have them write about such situations.

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Date _____

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Learning Intentions

- We are learning to make predictions whilst 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 make predictions based on what I have read.
- 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