

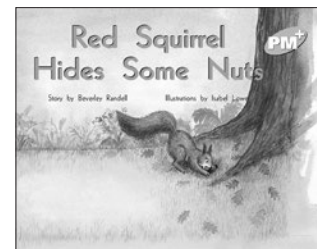
# Red Squirrel Hides Some Nuts

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 128



## Preparing for Guided Reading

### Orientation to the Text

- Write the word *squirrel* in large letters on a chart. Ensure that students focus on the visual features of the word as they say it with you. Show them a coloured photograph or an accurate illustration of a squirrel. List all the information that students know about squirrels on the chart.

### Prior Knowledge

- This is a story about a little red squirrel and its natural instincts to hide nuts for winter when food is scarce. However, some squirrels forget where they have hidden the nuts.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*down, going, look, some*

#### Content Words

*Squirrel, hungry, hide, back, snow, sleep, Clever*

### 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** Read the title together. Allow students time to study the illustration.
- **Pages 2–5** Establish the time of year (autumn) by the fallen leaves at the base of the tree. Talk about Red Squirrel's home in the hole in the tree and the way he sits and holds the nuts as he eats.
- **Pages 6–7** Ask, *Why do you think Red Squirrel is going to hide some nuts?* Point out that squirrels make a hole for each nut that they hide.

- **Pages 8–11** Talk about the snow. Winter has come. Explain how squirrels use their magnificent tails for leaping and gliding. The tail also acts as an umbrella or as a blanket when a squirrel is curled up fast asleep.
- **Pages 12–16** Notice Red Squirrel's anxiety. Model this as the questions are read.

### Comprehension

- Why did Red Squirrel come down the tree? (Literal)
- Why did Red Squirrel hide some nuts? (Inferential)
- Did Red Squirrel remember where he hid the nuts at first? (Inferential)

### Follow-up Activities

- Discuss how squirrels sit and move. Invite students to paint or draw pictures of Red Squirrel doing some of these actions. Add captions. Highlight the verbs to draw students' attention to the action and the visual pattern of the word.
- Talk about the four seasons. Have students suggest words, phrases or sentences they envisage when they think of each season. Scribe their ideas on to a chart.

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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