

Lizard Loses His Tail

PM Level 5

Red

Text Type Narrative

Running Words 54



Preparing for Guided Reading

Orientation to the Text

- Establish the concept that animals use camouflage to hide from their prey.
- Encourage students to share their knowledge.

Prior Knowledge

- A factual science book, written in story form.
- The action of the storyline has been paced with short and long sentences.

Key Language Structures

- This book reinforces the use of present tense gerunds such as “eating”, “going” and “looking”.

Building the Balanced Reader

Concepts About Print

- Revise the letter *Hh*: *Here, he, hungry*.
- Discuss opposites, using the action of the story: *comes/goes, up/down, he/she*.
- Picture-text relationship.

Vocabulary

Key High-frequency Words

away, eating, goes, going, He, home

Content Words

hungry, Kingfisher, Lizard, safe, sun, tail, wakes

Decoding

- Recognise high-frequency words within the text.
- 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

- Discuss both the title and the cover picture. List students' responses on a chart before proceeding.
- Cover the text on each page, allowing time for in-depth discussion of each illustration.
- Re-read the original responses with students and allow them to decide the validity of their reasoning.

Comprehension

- xxx

Follow-up Activities

- Investigate areas in the school grounds for small creatures.
- Record these findings with students or encourage them to write independently. Ensure sufficient time is given to the discussion process.
- Make up an enlarged book using a repetitive rhyming pattern.

Kingfisher, kingfisher, what do you see?

I see a lazy lizard hiding from me.

Blackbird, blackbird what do you see?

I see a wiggly worm hiding from me.

- Rewrite the text of the story with students, telling it in their own words. Use the illustrations from the book. Write this new story into an enlarged book for students to illustrate.
- Display these facts on wall charts, individual cards or make them into a science book for the class library.
- Size comparison.
- Ask, *What is long?* Make the book shape long and narrow.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

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