

Run, Rabbit, Run!

PM Level 5

Red

Text Type Narrative

Running Words 96



Preparing for Guided Reading

Orientation to the Text

- Using a photograph of a real rabbit, discuss its features. Talk about its long ears, whiskers, fur, etc. Draw students' attention to its burrow.

Prior Knowledge

- This book is about a hungry dog and a vulnerable little rabbit. It has the strong thread of reality that evokes fear and tension.

Building the Balanced Reader

Concepts About Print

- Understand the concept of first and last words.
- Question mark – introduce the punctuation symbol, name and meaning.
- Scan words for endings, e.g. *rabbits, looking, eating, comes, goes*.

Vocabulary

Key High-frequency Words

away, grass, Hill, home

Content Words

rabbit, Little, hungry, eating, dog, run, home, down, big

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

- Cover** Discuss the running action of the rabbit. Read the title with meaning. Talk about the initial capital letter R.
- Pages 2–3** Ensure that students understand the meaning of *Rabbit Hill*. Identify Little Rabbit.
- Pages 4–7** Point out that rabbits usually like eating short grass best.
- Pages 8–13** The tension of the story increases as the large dog chases Little Rabbit. Observe students as they attempt to decode the word *running*.

- Pages 14–16** Talk about the safety of Little Rabbit's burrow.

Comprehension

- What was the name of the rabbit's home? (*Literal*)
- Why was Little Rabbit looking for grass? (*Inferential*)
- Why did Little Rabbit run home? (*Inferential*)

Follow-up Activities

- Assist students to identify the three main parts of the story. Record them on a chart, for example:
 - Little Rabbit is eating grass.*
 - Here comes a big dog.*
 - Little Rabbit is running home.*Have students copy these sentences and draw matching pictures. Emphasise the importance of the illustration matching the text.
- Make a mural of Rabbit Hill. The rabbits could be made from light card and decorated with material and wool. Record sentences from the story on the mural for extra reading practice.

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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