

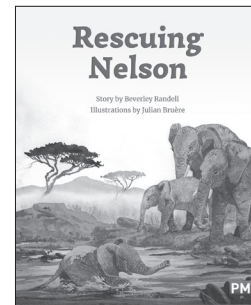
# Rescuing Nelson

PM Level 17

Turquoise

**Text Type** Narrative

**Running Words** 366



## Preparing for Guided Reading

### Prior Knowledge

- Read the non-fiction book *Elephants* (PM Level 18), and discuss the importance of water and mud to elephants.

### Orientation to the Text

- This is the second story about Nelson the baby elephant. Nelson loves playing in the water and mud, but one day he gets stuck in the mud and needs his family's help to get out.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

coat, cool, grandmother, knew, noises, stood

#### Content Words

aunts, burning, cousins, deep, free, grew, knees, part, rescue, rolled, rumble, sinking, tusk, wise

### Decoding

- Apply knowledge of prefixes and suffixes to assist students in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; and attending to print details.

### Focusing on the Book – Guided Reading

- Read the title of the book and talk about the word *Rescuing*. Ask students what they think could be going wrong in the story.
- Explain to students that Nelson is still a very young elephant.
- Compare the events on pages 4–7 with the information given in the book *Elephants*. Discuss with students whether the narrative is accurate.
- Make sure students realise that Nelson is in serious danger.

- Look at the illustrations on pages 10–13. Ensure students know that the herd is concerned about Nelson.
- Have students read pages 14–15. Ask, *What did Nelson's grandmother do to help Nelson?*
- Discuss Nelson's body language at the end of the story.
- Identify examples of two adjectives describing a noun, e.g. *deep dark mud*; *wise old grandmother*.
- Clap the number of syllables in multi-syllable words, e.g. *res/cu/ing*; *grand/moth/er*.

### Comprehension

- Why did Nelson want to keep playing in the mud? (*Literal*)
- Why did Nelson's grandmother get down on her knees to help him? (*Inferential*)
- How did all the other elephants feel when Nelson was rescued? (*Inferential*)

### Follow-up Activities

- Ask students to recall a time when they have needed help from their family or friends. Encourage students to draw a series of three illustrations showing the beginning, middle and end of the event.
- Make a list of elephant facts learnt from this book and others on the same topic. Add to the list as other information is acquired.

# Rescuing Nelson

Date \_\_\_\_\_

PM Level 17

Turquoise

## Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

• \_\_\_\_\_

## Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

• \_\_\_\_\_

## Guided Reading Notes

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