

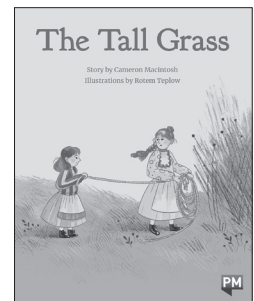
# The Tall Grass

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 472



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with what a farm is and with basic animal behaviours.
- Point out the author note on page 2 and explain to students what this is. Discuss some of the differences between life in the 1800s and how we live today.

### Orientation to the Text

- Harriet is so excited that her sister Anna has found some potatoes in their garden that she accidentally leaves the gate to Sunshine the cow's pen open. Harriet and Anna know that they might get lost if they follow Sunshine into the tall grass, so they come up with a solution to get Sunshine back safely.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

deeper, I've, loudly, might, ourselves, rushed, short, strong, Suddenly, thick, tightly, towards, unlocked, unroll, weather

#### Content Words

barn, bucket, clump, gate, grow, milk, potatoes, vegetable, wild

### Decoding

- Point out two-letter blends at the beginning, middle and end of words, such as the 'st' in *stopped*, *sister* and *Just*.
- Encourage students to read through longer words by running their finger underneath as they break them down.
- Look at the words *unlocked* and *unroll* together. Support students to identify the 'un' prefix and discuss how this changes the meaning of the base.

### Focusing on the Book – Guided Reading

- Look at the front cover of the book together. Say, *Point to the title. What do you think this story is going to be about?*
- Read pages 2–3 together and discuss the orientation as the introduction to the story. Ask, *Who is this story about? When is it set?*

- Continue to page 5. Explain what a past-tense verb is and that many of them end in 'ed'. Ask, *What is the base of unlocked? How does adding 'ed' change the meaning?* Talk about the base of some of the other past-tense verbs, such as *went* and *ran*.
- Look at pages 6–7. Review the complication as the section of the narrative that presents a problem to be solved. Ask, *What is the problem in this story? How do you think Harriet and Anna might solve it?*
- Point out the word *rushed* on page 9. Ask, *What sort of word is this? What is the base of the word?*
- Continue to page 11. Explain that the resolution of the story is how the problem is solved. Ask, *What do you think the resolution of this story might be? What makes you say that?*
- Continue to page 15. Ask, *Which past-tense verbs on this page end in 'ed'? How was the base 'step' changed when 'ed' was added?*
- Read to the end of the story with students. Ask, *What was the resolution? Did the story end in the way you thought it would?*

### Comprehension

- Why did Harriet leave Sunshine's gate open? (*Literal*)
- Why do you think Sunshine left her pen? (*Inferential*)
- What might have happened if Anna had let go of the rope? (*Applied Knowledge*)

### Follow-up Activities

- Read some other texts set in the 1800s and talk about the differences between how people lived then and the way that we live now. Ask students to suggest one thing they might prefer about living in the olden days and one thing that they are glad they have or can do now.
- Discuss why potatoes are an important crop and all the different uses that they have in cooking. Invite some parents or caregivers in to help you make potato stamps for students to make art with. Cut the potatoes in half for students to draw a simple shape on. The adults can then cut a thick slice around the shape's edge. Students add paint to the protruding shape and make prints with it.
- Ask students to think about other ways that the story could have ended. Pair students up to share their ideas. Come back together and write a shared alternative ending together.

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## Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to recognise past-tense verbs.

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## Success Criteria

- I can find and describe the title, orientation, complication and resolution of a narrative.
- I can identify past-tense verbs and find their bases.

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## Guided Reading Notes

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