

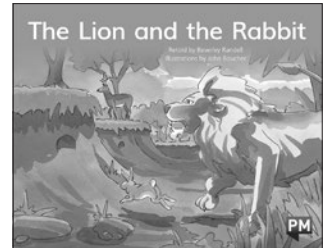
# The Lion and the Rabbit

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 101



## Preparing for Guided Reading

### Orientation to the Text

- Make stand-up models of lions.
- Arrange the 'lions' on a large tray with a painted background resembling the African plains.

### Prior Knowledge

- This is another old European fable that says more about the way people behave than the way animals behave. Many students will not be able to extract a generalised meaning from the fable – 'a bird in the hand is worth two in the bush' – but most will see that the lion's greed did not pay.
- This short story with lots of action should boost confidence.

### Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*fast, gone, had, let*

#### Content Words

*rabbit, deer*

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

### Focusing on the Book – Guided Reading

- Discuss the title and the cover illustration. Talk about the setting – the hot, dry plains of Africa.
- Predict the actions of the two animals on the cover.

- Direct students to read independently from p. 3 to the end of p. 7. As a group, discuss why the lion decided to let the rabbit go. List these ideas on a chart. Read to the end of the story.
- Return to p. 7 and read the ideas on the chart.
- Explain letter cluster recognition – *go, no; get, let; day, play, stay, away*.
- Discuss opposites – *big, little; up, down; come, go; fast, slow*.
- Discuss past tenses of verbs, e.g. irregular forms – *get, got; go, gone; have, has, had*.

### Comprehension

- Why did the lion let the rabbit go? (*Literal*)
- Who ran faster, the lion or the deer? (*Inferential*)
- Why did the lion go back to get the rabbit? (*Inferential*)

### Follow-up Activities

- Explore alternative words. Read the sentences with the alternative words. *The lion caught a rabbit*. Does this mean the same thing as *The lion got a rabbit*?
- Discuss the concept of 'sharing' and not being greedy. Demonstrate this by having students carry out the following activity:  
Sit in a circle. Give one student a container of counters. Ask students to take a small handful of counters each, as they pass the container around the circle. Ask *Were there enough counters? Why/why not?* If there weren't enough counters, ask *How can we solve this problem? Now let's try the game again*.
- Read the fable *The Hare and the Tortoise* (PM level 19). Compare the movements of the two animals and the result of their race. The students may like to demonstrate activities that they must do slowly and carefully.
- Some excellent discussion will arise if students are put into groups of three or four and asked to rate the fast animals from the fastest to the slowest. Give them a strip of card on which to put illustrations of the animals.

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## Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• \_\_\_\_\_

## Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- 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