

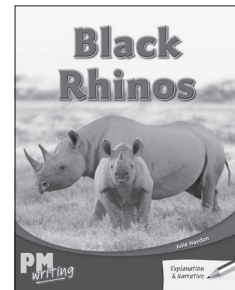
Black Rhinos

PM Levels 20/21

Purple

Text Type Explanation/Narrative

Running Words 345



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also understand the concept of endangered animals and how the actions of humans affect animals' survival.

Orientation to the Text

- Black rhinos have suffered a rapid decline in population since the 1960s that has led to them becoming endangered. This book describes the plight of the black rhino through an explanation that explores why they are endangered and a narrative that tells the story of a missing black rhino.

Building the Balanced Reader

Vocabulary

Key vocabulary

endangered, horns, poachers, protect, rhino, rhinoceros

Content Words

Africa, binoculars, danger, grassland, medicines, national park, snouts

Decoding

- Remind students to read on and re-read when they come to words that they are not sure of, and to use the context to help them with decoding.
- Look at the word *binoculars* together. Talk about what the prefix *bi* means. Ask, *Can you think of any other words that start with this prefix? How is their meaning related?*

Fluency and Phrasing

- Model reading the text in the way that it would be spoken for students. Ask students to give you feedback on the way you are reading and what makes it interesting for the audience to listen to.

Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Invite students to describe what they see and how this might relate to what is in the text.
- Look at page 1 together. Ask, *What do you know about explanations and narratives? What would you expect to find in each?*
- Read to page 3 together. Discuss how to read the number on the page out loud and have students practise it.

- Continue to page 8. Support students to read unfamiliar words by prompting them to look at the initial letter and then the rest of the word, and listening to whether what they have read makes sense.
- Look at page 9. Ask, *What do you think the author wants you to learn from this text?*
- Continue to page 10. Point out the Narrative label at the top of the page. Ask, *What tells me this is a narrative as I read the page?*
- Read to page 12. Ask students to read one page aloud to a partner, while the partner monitors the accuracy of their reading. Discuss the strategies students can use to make their reading more accurate.
- Continue to page 16. Invite students to describe what the problem in the text was and how it was resolved. Ask, *Why do you think the author wrote this text?*
- Revisit each text and discuss what is similar and what is different in the messages the texts are giving.

Comprehension

- How did Jeff and Kam find Blossom? (*Literal*)
- Why might people use black rhino horn to make knife handles? (*Inferential*)
- Do you think the explanation or the narrative taught you more about black rhinos? Why? (*Inferential/Evaluative*)

Follow-up Activities

- Find out about endangered species in the local area. Invite an expert to visit students to share information about the animals and to suggest simple ways that students could help save endangered species.
- Grow some native plants together and discuss why they are important for providing food and shelter for native wildlife. Monitor how the plants grow over time, and whether animals such as bees or other insects visit them.
- Write an explanation text together about another endangered animal. Discuss the key parts of the text as you go, such as the opening, the identifying statement, the explanation sequence and the summary statement. In pairs or individually, instruct students to write a narrative about the same animal, drawing on the information in your explanation. Share their responses and discuss the similarities and differences between the two text types.

Black Rhinos

Date _____

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Purple

Learning Intentions

- We are learning to describe the purposes of texts.
- We are learning to read with accuracy.
- _____

Success Criteria

- I can compare and contrast the purposes of the explanation and narrative sections of the text.
- I can check whether what I have read looks right, sounds right and makes sense.
- _____

Guided Reading Notes

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