

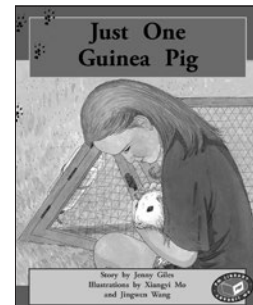
Just One Guinea Pig

PM Level 15

Orange

Text Type Narrative

Running Words 338



Preparing for Guided Reading

Orientation to the Text

- Look at the covers of both *Just One Guinea Pig* and *Guinea Pigs* (PM level 14/15). Talk about how guinea pigs make very good pets. Students may like to share their knowledge and experiences of guinea pigs.

Prior Knowledge

- This story includes factual information about the behaviour of guinea pigs. It can be linked to *Guinea Pigs*.

Building the Balanced Reader

Vocabulary

Key Vocabulary

asked, before, give, heavy, just, much, pick, would

Content Words

afternoon, brush, everyone, favourite, guinea pigs, holiday, keep, mini, own, sadly, tame

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- 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 Story – Guided Reading

- Introduce Laura, the main character. Encourage students to predict why Dad said she could have just **one** guinea pig.
- Note how Laura's big brothers, Robert and Harry, share her pleasure as she looks after Mop. Look at the size of the guinea pig as she sits on Laura's hand.
- Laura is concerned about Mop. Ensure students understand that having a pet is a responsibility which involves feeding, grooming, exercise, etc.
- Explain that baby guinea pigs can run about and eat grass within a day of being born.

- Help students to understand what both Harry and Laura meant in their comments on p. 10.
- Point out that Robert and Harry are just as enthusiastic about the baby guinea pig as Laura. Explain the meaning of *mini*. Read Harry's joke aloud and notice that *mini* rhymes with *guinea*.
- Check that the children now understand why Dad said ... just **one** guinea pig.
- Discuss common word endings, e.g. *-ly*: *sadly*, *slowly*.
- Reinforce compound words and encourage students to break them into two smaller words, e.g. *everyone*, *afternoon*.

Comprehension

- What was the name of Laura's favourite guinea pig? (*Literal*)
- Why did Laura run outside to see Mop the next morning? (*Inferential*)
- Why was Mop so heavy? (*Inferential*)

Follow-up Activities

- Ask students to write a list of jobs Laura will have to do to take care of Moppet.
- Keep a guinea pig in the classroom for a short time and allow students to take turns looking after it.

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Date _____

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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