

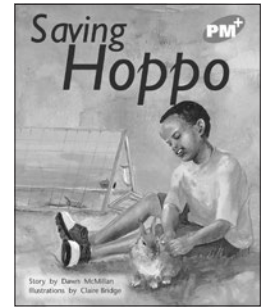
# Saving Hoppo

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 306



## Preparing for Guided Reading

### Orientation to the text

- Talk about the pet each student would choose if they could have just one. Discuss the responsibilities of a pet owner.

### Prior knowledge

- This story is about what happened to a loved pet one night when it started to rain. There are meaningful opportunities for readers to talk, read and think as they relate the theme of the story to their own experiences.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

carrots, could, pull, straw

#### Content Words

every, flood, heavy, held, hurry, patted, picked, pulled, scared, talked

### 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, attending to print details.

### Focusing on the story – guided reading

- Read the title. Introduce Hoppo and talk about why she might have been given this name. Discuss other names that would be suitable for a rabbit.
- Observe Ben's caring attitude towards his pet. Identify the chores that he must do every morning. Note that it is Ben's responsibility to care for his pet.
- Search the text for what Ben saw when he looked out the window.

- Read the text with appropriate expression. Point out that Hoppo huddles back inside the house section of her cage when she is frightened. Compare this action with the behaviours of other animals when they are frightened, e.g. a cat will arch its back and hiss! Encourage creative problem-solving discussion.
- Study the illustrations and talk about what Ben and Mum did in order to make Hoppo safe.
- Revise blends in initial positions, e.g. *straw*, *quick*, *scared*. Encourage students to list other words that begin with these blends.
- Revise common word endings, e.g. *after*, *water*, *better*; *heavy*, *hurry*, *every*.
- Revise possessive apostrophes, e.g. *Ben's little brown rabbit*, *Hoppo's house*, *Hoppo's breakfast*.

### Comprehension

- What did Ben do every morning? (*Literal*)
- Could Ben help Hoppo at first? Why? (*Inferential*)
- Why was the spot by the big tree a better place for Hoppo? (*Inferential*)

### Follow-up activities

- Discuss situations where too much water can be dangerous. As a group, make an illustrated picture dictionary of students' ideas, e.g. huge waves, river currents, high waterfalls, fast rapids, etc. Assist students to record and illustrate their ideas.
- With a partner, have students write (in small booklets or on charts) facts about rabbits. Encourage them to add illustrations.
- Write a breakfast menu for a pet rabbit. Have students write breakfast menus for themselves. Compare the two menus.
- Name small pets that are kept in cages. Recall the responsibilities of a pet owner. Have students write about caring for pets that are kept in cages.
- Provide boxes, string, tape, card, etc. Make models of rabbit hutches. Talk about being able to move the hutches and discuss the importance of the run being twice as long as the house section. Remind students that rabbits need continuous access to water.

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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