

The Big Hill

PM Level 3

Red

Text Type Narrative

Running Words 55



Preparing for Guided Reading

Orientation to the Text

- Talk about the mathematical concepts of 'big' and 'little'. Record some of the things that seem very big to students, e.g. "My dad's truck is big," said Nick.

Prior Knowledge

- It is certain that birds evolved well before the end of the Cretaceous period. Cattle egrets that take ticks from modern hippos probably had ancestors that clambered on dinosaurs! This book is part realistic, part fiction.

Building the Balanced Reader

Concepts About Print

- Pattern voice intonation to increase meaning.
- Full stop – talk about the punctuation symbol, name and meaning.
- Reinforce the use of the initial letter to decode unknown words.

Vocabulary

Key High-frequency Words

big, bird, dinosaur, little, look

Content Words

hill, here, comes, sun, hungry, fly

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Many students will recognise the words *The* and *Big* in the title. Remind them to use the initial letter and the illustration when attempting to decode the word *Hill*.
- **Pages 2–5** Talk about the movements of the bird and the sun as it rises.

- **Pages 6–7** Look at the sun and how it is shining on the hill. Ask, *Why is the bird resting on the hill?*
- **Pages 8–9** Link the text with the movement lines of the big hill. Discuss what is happening to Little Bird.
- **Pages 10–13** Read the text with students in an expressive voice. Explain that the sun is higher in the sky now and is much hotter. The dinosaur has woken up because of the warmth from the sun.
- **Pages 14–16** Talk about the fact that Little Bird is in danger – it must escape. Encourage students to use the illustrations to decode the word *fly*.

Comprehension

- Was the bird really on a hill? (*Literal*)
- Why did someone tell the bird to fly? (*Inferential*)
- How do we know it was the morning in the story? (*Inferential*)

Follow-up Activities

- Make a large mural of animals waking up with the heat of the early morning sun. Have students draw the animals, cut them out and paste them onto the mural. Add captions.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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