

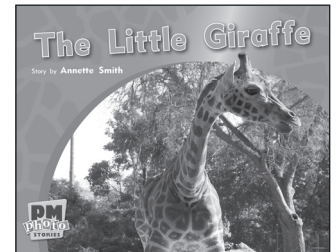
The Little Giraffe

PM Level 3

Red

Text Type Narrative

Running Words 67



Preparing for Guided Reading

Prior Knowledge

- Talk with students about their experiences of visiting the zoo. Talk about the fact that animals in zoos sometimes have babies.

Orientation to the Text

- In this story, animal-loving Lily is visiting the zoo with her mum. Lily is particularly keen to see the baby giraffes, but takes a while to find them.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *l* – Lily, little; *b* – big, bear.
- Recognise the *ph* sound in *elephant*.
- Talk about first and last letters of a word.

Vocabulary

Key High-frequency Words

a, at, big, come, Here, in, is, little, Look, Mum, not, said, the, to

Content Words

Lily, zoo, bear, giraffe, elephant

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 purpose of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Identify the animal on the cover. Talk about the soft *g* sound in *Giraffe*.
- **pp. 2–3** Ask, *How do you think Lily and Mum feel about being at the zoo? Why?*
- **pp. 4–5** Lily and Mum seem very happy to be looking at the bear. Ask, *Why is it safe for Mum and Lily to be so close to the bear?*

- **pp. 6–7** Talk about the brochure Lily is holding. Ask, *Do you think Mum is interested in the little giraffe too?*
- **pp. 8–9** Talk about the fact that Lily cannot see the giraffe here. Ask, *Is this the type of enclosure where you would expect to see a giraffe? Would a giraffe's enclosure have so much water? What animal do you think lives here?*
- **pp. 10–11** Determine if students guessed correctly about the animal in the enclosure. Ask, *Why do you think there is a large pool in the elephant's enclosure?*
- **pp. 12–13** Mum and Lily have found the giraffe enclosure. Talk about the size of the giraffe they are looking at. Ask, *Where do you think the little giraffe could be?*
- **p. 16** Ask, *How do you think Lily feels now that she has finally found the little giraffe?*

Comprehension

- What were some of the animals that Lily and Mum saw? (*Literal*)
- Why do you think Lily wanted to see the little giraffe? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: drawing a tick or cross into the box to indicate if the text matches the picture; finding the word that appears twice in each box, and writing it below; writing the correct word under each picture; writing the appropriate form of *Here/here* to complete the sentences.
- Have students draw or paint a picture of a giraffe. Have them think of a suitable name for their giraffe, and write it on their artwork.
- Talk about some of the more common animals that are kept in a zoo. Make a list of students' suggestions and vote to decide the class's favourite zoo animal.

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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.
- _____

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 change my voice to display the purpose of a full stop and comma.
- _____

Guided Reading Notes

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