

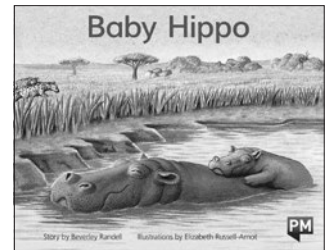
Baby Hippo

PM Level 6

Yellow

Text Type Narrative

Running Words 118



Preparing for Guided Reading

Orientation to the Text

- Talk about animals that live in the wild. List all ideas.
- Have students paint a variety of wild animals. Glue these to a mural of the wilderness.

Prior Knowledge

- This is a factual science book written in story form about a young hippo trying to be independent for the first time. The enraged mother hippo is more than a match for the lions and hyenas as she rushes to defend her young.

Key Language Structures

- Sentence lengths vary. As the tension in the story increases, short sentences are used to highlight the dangerous situation.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

away, back, like, walk

Content Words

hippo, asleep, river, sun, lions

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Study the book cover illustration. Ask students to predict what the story may be about and why.
- Observe the text and discuss the illustrations in relation to the danger.
- Read the story together. After reading p. 4 encourage students to think of situations where a baby hippo might not be safe. Use the pictures on pp. 5 and 7 as clues in this discussion. Read p. 9 together. Encourage students to discuss why the baby hippo shouldn't be going for a walk on

his own. Make sure that students are aware that going for a walk unsupervised is a dangerous thing for a baby hippo or any other animal, including themselves, to do. Read pp. 10–12 together. Reinforce to students the danger that Baby Hippo faces.

- After reading pp. 12–13 ask students, *What will Mother Hippo do now that she sees the lions?*
- Observe students reading independently.

Comprehension

- Why did the lions run away when they saw Mother Hippo? (*Literal*)
- Why were the hippos safe in the water? (*Inferential*)

Follow-up Activities

- Talk about the people students feel safe with and why. Encourage students to draw a picture of themselves with a person they feel safe with. Help students to write suitable captions to go with each picture.
- Make plasticine hippos. Talk about their features as students make them.
- Play a variety of music with a 'heavy' or 'light' beat or rhythm. Encourage students to move with the music. Some children may like to pretend that they are different wild animals.
- Make paper-bag puppets by decorating and filling brown paper bags with newspaper and attaching to a cardboard roll or small ruler with a rubber band. Put on a puppet show of *Baby Hippo* for the rest of the class.
- Make an animal alphabet book. Students draw an animal for each letter. Develop further by matching an adjective with the same initial consonant/sound to that of the animal's name. For example, *angry antelope, hungry hippo, big bear*, etc.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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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 sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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