

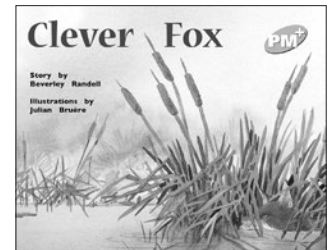
Clever Fox

PM Level 6

Yellow

Text Type Narrative

Running Words 114



Preparing for Guided Reading

Orientation to the Text

- Read students a story about a fox, e.g. *The Gingerbread Man* (PM level 15). Discuss how the clever fox outwitted the other animals.

Prior Knowledge

- Fox runs for his life as a dog chases him over fields, up and down hills and into groves of trees. At last this cunning little animal eludes the dog by hiding in the reeds of a river.

Building the Balanced Reader

Concepts About Print

- Reinforce directionality and return sweep on double-page spreads and longer sentences.
- Talk about questions and answers.
- Question mark – revise the punctuation symbol, name and meaning.

Vocabulary

Key High-frequency Words

down, here, running

Content Words

fox, dog, hill, trees, river, hiding, water, home

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

- **Cover** Read the title to students. Ask them to look carefully at the word *Clever*. Say the beginning and end sounds clearly. Talk about the illustration. Discuss where the little fox is hiding. Read the title again on the title page and comment on the features of the fox, e.g. the pricked ears, brush tail and pointed nose.
- **Pages 2–11** The text allows for logical reasoning. Encourage students to predict what might happen next.

- **Pages 12–16** Talk about the triumphant fox and how his cunning finally outwits the dog.

Comprehension

- Who was running after Fox? (*Literal*)
- Why couldn't the dog see the fox? (*Inferential*)
- Why did the dog go away? (*Inferential*)

Follow-up Activities

- Give each child an enlarged outline of Fox in a running position (see page 3 of the story). Using the book as reference, colour the outline as accurately as possible. Give each child a strip of paper and have them write something about the fox that happened in the story. Encourage them to use levels 5 and 6 high-frequency words, e.g. *running, went, after*. Display the pictures and stories on a painted background similar to the landscape in the story.
- Brainstorm with students everything they know about a fox's behaviour, appearance, natural habitat, etc. As a follow-up to this discussion, have students make foxes in their habitat using collage materials and light card.

Learning Intentions

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

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.

Guided Reading Notes

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