

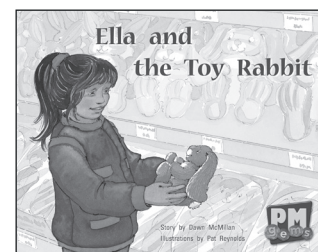
Ella and the Toy Rabbit

PM Level 6

Yellow

Text Type Narrative

Running Words 110



Preparing for Guided Reading

Prior Knowledge

- Talk about the types of toys that might be seen in a toy shop. Discuss with students their favourite kinds of soft toys.

Orientation to the Text

- In this story, Ella becomes separated from her Grandma in a toy shop. She panics, but is very relieved when they find each other again.

Key Language Structures

- Emotion is conveyed through dialogue.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

away, back, cried, I'm, it, like, love, this, walk, where

Content Words

Ella, Grandma, toy, shop, tiger, horse, puzzles, rabbits, blue

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** Identify Ella and read her name in the title. Use the illustration and the initial letter R to decode the word *Rabbit*.
- **pp. 2–3** Point out Ella and her Grandma. Ask, *Where are Ella and Grandma? Who do you think is more excited about going into the toy shop?*
- **pp. 4–5** Ask students to look at the range of toys for sale in the toy shop. Ask, *What types of toys do you think Ella finds most interesting?*
- **pp. 6–7** Direct students to compare the different areas of the shop. Ask, *What do the text and illustration tell you about Ella's and Grandma's different interests?*

- **pp. 8–9** Point out that Ella has only just noticed that Grandma is no longer with her. Ask, *How do you think Ella feels about being on her own in the shop?*
- **pp. 10–11** Ask, *Do you think Grandma has wandered a long way from Ella?* Encourage students to predict what might happen next.
- **pp. 12–13** Talk about Ella's relief at finding Grandma. Ask, *Do you think Grandma was as worried as Ella was?*
- **pp. 14–15** Point out that Ella seems much happier now that she is safely back with Grandma. Ask, *Do you think Ella likes the rabbit that Grandma is showing her?*
- **p. 16** Ask, *What tells you that Ella will be taking the rabbit home?*

Comprehension

- Why do you think Ella didn't see where Grandma went? (*Inferential*)
- Why do you think Ella became upset when she couldn't see Grandma? (*Inferential*)

Follow-up Activities

- Have students complete the BLM activities: writing the correct initial letter for each of the pictures; writing the correct word (*look/like*) to complete the sentences from the story; writing the correct words to complete the sentences from the story; writing the correct form of the word (*look/Look*) to complete sentences from the story.
- Encourage students to talk about an adult they feel safe with. This could be a parent, grandparent or family friend. Have students draw a picture of themselves with this person.
- Use **PM Alphabet Blends** books *gr* and *cr* to reinforce the onsets of *Grandma* and *cried*.
- Talk with students about their experiences of choosing a toy in a toy shop.
- Have students draw pictures that represent *being happy* and *being afraid*.

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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