

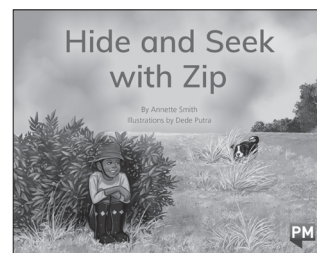
# Hide and Seek with Zip

PM Level 6

Yellow

**Text Type** Recount

**Running Words** 108



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with what a farm is and what they might expect to find on a farm.
- Students should be familiar with the game of hide and seek.

### Orientation to the Text

- Grandpa's farm provides the perfect setting for playing hide and seek with Zip the dog.

### Key Language Structures

- Apostrophes of possession are featured in the text.
- Both regular and irregular past-tense verbs are used throughout, e.g. *hid*, *liked*, *looked*, *ran*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*after, back, came, his, liked, playing, some*

#### Content Words

*bike, bushes, farm, Grandpa, grass, hill*

### Decoding

- Ask students to find the base words of regular past-tense verbs. Talk about how adding 'ed' changes the meaning and the way we say the word.
- Look at the word *Grandpa* on page 2. Ask students to find the two smaller words that make up the larger word.

### Fluency and Phrasing

- Record students reading a page or two of the text. Play it back and discuss how they might improve their fluency. Record them again so that they can hear the difference.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to predict what the story will be about and some of the words that they think might be in the text.
- Look at page 2. Ask students what the first two sounds in *Grandpa* are and practise blending them to read the word.
- Read to page 5 together. Point out the apostrophe in *Grandpa's* on page 4. Ask, *What is this called? Why is it there?*

- Continue to page 8. Ask students to find the word with the 'gr' blend at the start and talk about the other word in the text they have read that started with the same blend.
- Look at pages 10–11. Ask, *Who do you think Mum will find first? Why?*
- Read page 14 together. Ask students to find the two words that end in 'ed'. Talk about the base words of *shouted* and *looked* and the way to say 'ed' at the end of each word.
- Re-read the text together, focusing on fluency and pace.

### Comprehension

- Where did Zip hide? (*Literal*)
- Why did Mum shout to the girl? (*Inferential*)
- Do you think the girl likes Zip? Why or why not? (*Inferential*)

### Follow-up Activities

- Look back through the text together and discuss what Grandpa's farm is like. With students, read other books about farms and farm animals, such as *Rosie's Walk* by Pat Hutchins or *Belinda* by Pamela Allen. Talk about the similarities and differences between the settings of the stories.
- Talk with students about the rules of the game of hide and seek. Together, write a short procedural text explaining how to play it. Read the instructions before taking students outside to play a game of hide and seek.
- Revisit the words *shouted* and *looked* from the text. Explain that the 'ed' on these words shows that the action happened in the past. Ask students to suggest other past-tense verbs that end in 'ed'. Categorise them according to whether the ending makes the same sound as in *shouted* or the same sound as in *looked*.
- Ask students to suggest what Grandpa might have said when the girl and her mum arrived at the farm and what Mum might have said when she was looking for the girl. In small groups, have students act out the story, incorporating some of the new dialogue.

# Hide and Seek with Zip

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## Learning Intentions

- We are learning to recognise past-tense verbs ending in ‘ed’.
- We are learning to connect with what we read.
- \_\_\_\_\_

## Success Criteria

- I can read past-tense verbs ending in ‘ed’.
- I can explain how what I have read connects with my life or other texts.
- \_\_\_\_\_

## Guided Reading Notes

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