

# Hiding from Bella

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 108



## Preparing for Guided Reading

### Prior Knowledge

- Talk about the game of Hide and Seek, and make a list of the 'rules'. Discuss students' experience of playing the game at home, and if practical, initiate a game of Hide and Seek in the classroom or playground.

### Orientation to the Text

- In this story, Karl and Bella play a game of Hide and Seek. Bella looks in a variety of locations before she finds Karl hiding behind a curtain.

### Key Language Structures

- Use of dialogue to express observations and exclamations.
- Use of questions and exclamations to add expression.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*hide, hiding, like, stay, this, will*

**Content Words**

*Bella, Karl, house, Mum, garden, inside, doll, Dino, Dog*

### 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.
- Apply change in voice to reflect bold text.

### Focusing on the Book – Guided Reading

- **Cover** Identify Bella and read her name in the title. Ask, *What game do you think this story might be about?*
- **pp. 2–3** Point out that Bella is happy to seek and Karl is happy to hide. Ask, *Do you think Karl will be hard to find?*

- **pp. 4–5** Ask, *Why is Karl in such a hurry? Why do you think Mum doesn't want him to run in the house?*
- **pp. 6–7** Discuss why Bella thinks that Karl is hiding inside. Ask, *Do you think Karl has had enough time to hide?*
- **pp. 8–9** Ask, *Why is Bella running through the house? Do you think Mum is upset with her?*
- **pp. 10–11** Discuss the fact that Bella has not found Karl, but that in her search for Karl she has found her doll. Ask, *Do you think Bella is happy that he has found her doll?*
- **pp. 12–13** Discuss how Bella has now found Dino and Dog too, but still has not found Karl. Ask, *Is there a clue in the photo that tells us where Karl might be hiding? Do you think Bella has seen the clue?*
- **pp. 14–15** Discuss Karl's reaction to being found. Ask, *Do you think Karl chose a good hiding place?*
- **p. 16** Ask, *How do Bella and Karl feel after their game? Do you think they will play Hide and Seek again soon?*

### Comprehension

- Why do you think Karl went into the house to hide? (*Inferential*)
- Why do you think Mum said, "No running in here."? (*Inferential*)

### Follow-up Activities

- Find the words *look* and *like* within the context of the story. Talk about the similar visual and aural patterns of these words. Ask students to look in some other books to find words that look or sound similar to each other.
- Have students make a list of the best places at home to hide in a game of Hide and Seek.
- Talk with students about some of the rules they have to obey at home, with reference to Mum's 'No running' orders in the story. Have students make a poster that illustrates one of these rules.

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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