

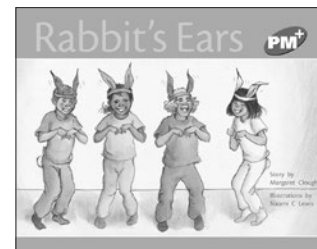
Rabbit's Ears

PM Level 10

Blue

Text Type Narrative

Running Words 179



Preparing for Guided Reading

Orientation to the Text

- Invite students to talk about school or pre-school plays that they have performed in. Encourage them to discuss their costumes, what they did and how proud they felt with family members watching.

Prior Knowledge

- Matthew and Emma are performing in the school play. Emma is a rabbit, but unfortunately her rabbit's ears come off and are left behind on the stage. Matthew uses his initiative to get them back to her.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ears, Gran, hole, nose

Content Words

fox, stage

Decoding

- Recognises the high-frequency words in the text
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Read the title and discuss the illustration. Can students identify Emma? Notice the ears on the title page. How are they made?
- Mum and Gran have come to watch. Talk about the excitement felt when performing for an audience.
- Discuss the word 'stage'. Have students read the verse with expression. Find the rhyming words.
- Talk about the illustrations before reading the text.

- Discuss Emma's dilemma and how she might have felt.
- Ask, *Can Matthew help?*
- Applaud Matthew's initiative.
- Ask, *How is Emma feeling now?*
- List words that rhyme with: *play, sat, ear, no, ran.*
- Discuss possessive apostrophes: Emma's ears, rabbits' hole, rabbits' ears.

Revise verb endings: jumps, jumping, jumped

- Draw students' attention to the rhyming pair: *play, away.*

Comprehension

- Why was Emma dressed as a rabbit? (*Literal*)
- Why did Emma have to keep on jumping with the other rabbits? (*Inferential*)
- What did Emma thank Matthew for? (*Inferential*)

Follow-up Activities

- Tape together strips of light cardboard so that they fit each student's head. Have students cut out and colour rabbit or fox ears from heavier card. Show them how to tape the ears to their headbands. Have students wear their headbands as they dramatise the two verses.
- Write both verses from *Rabbit's Ears* on a large piece of card. Read the verses together. Place the card in the class's poem box and read it regularly.
- Discuss the advantages of being twins. List students' ideas. Ask them to write and draw about their ideas. Display as a wall chart.

Rabbits' Ears

Date _____

PM Level 10

Blue

Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.

• _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.

• _____

Guided Reading Notes

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