

The Big Forest

PM Level 10

Blue

Text Type Description

Running Words 166



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a forest is and some of the things you would expect to find in one.
- Students should understand the difference between fiction and non-fiction texts.

Orientation to the Text

- A family sees many interesting things, from caterpillars to birds' nests, as they hike through the big forest.

Key Language Structures

- Bold type is used to indicate the words that are defined in the glossary.
- Pronouns build cohesion between sentences – *my family, They, trees, We.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

beautiful, favourite, food, have, make, old, that, top

Content Words

animals, butterflies, caterpillars, flowers, forest, leaves, paths, plants, trunks

Decoding

- Point out the two-letter blends at the beginning of words to students as you read – **t**rees, **t**runks, **p**lants, **g**reen.
- Look at the word *beautiful* on page 14. Explain to students that the word is made up of 'beauty' and '-ful', and discuss its meaning.

Fluency and Phrasing

- Before you begin reading, model scanning the page with your eyes to check for unfamiliar words.

Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Ask students whether they think the text is going to be fiction or non-fiction, and invite them to predict what will happen.
- Point out the table of contents to students. Explain what chapter headings are and how to find which page each chapter starts on.

- Look at pages 2–3 together. Say, *The word **paths** is in bold because it is in the glossary.* Guide students to find the definition on page 16.
- Continue to page 6. Find the words that have the 'ee' sound in them. Ask, *Which letters make this sound in each of the words?*
- Read page 10 together. Ask, *Who is the 'they' in the text? How do you know?*
- Continue to page 12. Ask, *Why is The River written in larger type and a different colour?*
- Review the glossary together. Ask students why they think the author chose those words to put in the glossary.
- Re-read the text together. Ask students to tell you two important facts from the text.

Comprehension

- What are two animals in the big forest? (*Literal*)
- Why do you think the family likes being in the forest? (*Inferential*)
- Why do you think birds make their nests up in the trees? (*Inferential*)

Follow-up Activities

- Discuss the key features of a description text and provide a selection of non-fiction books that include glossaries and tables of contents. Ask pairs of students to choose a book and locate the glossary, table of contents and any other features that they think are important. Video students describing their chosen text and share their explanations with parents or other students.
- Ask students to suggest different ways that the 'ee' sound is represented in words. In pairs, instruct students to re-read the text and find all the words containing the 'ee' sound. List and categorise them as a group and invite students to add other words that they know to each category.
- Instruct students to close their eyes and think of a special place that they have visited with family or friends. Ask students to think about the sounds they could hear while they were there, any smells they encountered, what they saw and how they felt. Pair students up and have them describe their place to a partner.
- Make a class collage of the big forest. Ask each student to draw or paint an animal, plant or natural feature that they read about in the text. Arrange their finished artwork onto a large forest background for display.

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Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to identify the features of non-fiction texts.

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Success Criteria

- I can recognise different ways to make the 'ee' sound.
- I can read and use a table of contents.
- I can explain what a glossary is and use it to find the meaning of words.

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Guided Reading Notes

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