

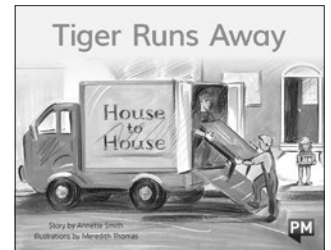
# Tiger Runs Away

PM Level 11

Blue

**Text Type** Narrative

**Running Words** 215



## Preparing for Guided Reading

### Orientation to the Text

- Encourage students who have moved house to share their experiences with the rest of the class.

### Prior Knowledge

- The main character in this story, Rebecca, appeared in *Sally's Friends* (PM level 9). In *Tiger Runs Away*, Rebecca and her mother move house. Tiger's behaviour, which is typical of cats in similar situations, provides the opportunity for much discussion.
- Many high-frequency words can be practised in the meaningful context of this story.

### Key Language Structures

- Conjunctions *and* and *but* are used to join clauses, e.g. *They looked in the garden, and they looked up and down the road, but Tiger had gone.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*but, did, find, gone, new, next*

#### Content Words

*hose, lost, Miaow, smell, week*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

### Focusing on the Book – Guided Reading

- Read the title and ask students who Tiger might be, then turn to the title page and confirm students' predictions.

- Study the illustrations. Observe the container of household items and the cat box. Notice Tiger's attention on the door that is slightly ajar.
- Talk about the sentence *A week went by*. Discuss with students Rebecca's feeling of loss.
- Encourage students to predict and give reasons why Tiger returned to the old house.
- Encourage the scanning of words to recognise the endings, e.g. *-er* – *Tiger, clever, ladder, Mother, Father* (from previous texts).
- Suggest other words that rhyme with *cat, ran, not, look, and, day, get*.

### Comprehension

- Why did Tiger run away? (*Literal*)
- How did Tiger find his way back to the old house? (*Inferential*)
- Why did Tiger come to meet Rebecca back at the old house? (*Inferential*)

### Follow-up Activities

- Talk about students' own cats. Record all the names onto a large chart. Also record the names of cats met in other story books.
- Visit the school library. Make a display of cat books (fiction and non-fiction), pictures and photographs. Add a variety of simple research questions to the display for students to complete.
- Have students make cats out of clay. Discuss the features and stances of cats. Encourage students to include as much detail as possible. Dry the cats and fire them in a kiln. Decorate the cats with acrylic or enamel paints.
- Glue pictures of different pets, their food and type of home on cardboard. On the reverse side of the card write some information about the pictures. Cut into three-piece reading jigsaws.
- Have a rhyming competition. Encourage students to think of and/or write as many words as they can that rhyme with *cat*.
- Ask students to write a 'lost' poster for Tiger. Students could draw a large picture of Tiger and write a description of him. Encourage them to use the book to refer to so they can write an accurate description of Tiger.

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• \_\_\_\_\_

## Guided Reading Notes

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