

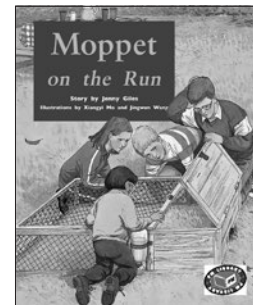
Moppet on the Run

PM Level 19

Purple

Text Type Narrative

Running Words 425



Preparing for Guided Reading

Orientation to the text

- Re-read *Just One Guinea Pig* and *Guinea Pigs* (PM Story Books and PM Animal Facts Orange Level).

Prior knowledge

- This story is a sequel to *Just One Guinea Pig* (PM Story Books Orange Level). The children are faced with a series of problems when they find that Moppet, the guinea pig, has escaped from her cage.

Building the Balanced Reader

Vocabulary

Key vocabulary

bump, darted, happened, hollow, hunted, idea, matter, reached, scuttled

Content Words

caught, cloth, escaped, perfect, spread, struggled, tablecloth, wriggled

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Although the cage has been sturdily built, Moppet has still managed to escape. Discuss the sentence, 'Dogs get guinea pigs sometimes.' Make sure students understand that Moppet's life is at risk.
- Moppet has appeared but she continues to elude the children. Discuss the words *darted*, *scuttled* and *slipped*, which all describe Moppet's movements.
- After reading p. 10, encourage students to predict what might happen next.
- Discuss the words *scared*, *shaking*, *wriggled* and *struggled*.
- Read Harry's joke aloud.

- Have students explain why Sally said that Laura had thought of the perfect way to catch a guinea pig.
- Identify these compound words: *inside*, *sometimes*, *tablecloth*, *everyone*
- Locate adverbial phrases that add meaning to the verbs in the text, e.g. *under the cage*, *through the tablecloth*, *one day*, *across the grass*
- Find words in the text used to begin sentences that ask questions, e.g. *Who...?*, *What...?*

Comprehension

- How did Moppet get out of the cage? (*Literal*)
- Why did Laura say to keep watching the leaves? (*Inferential*)
- Why did the children need to keep the sides of the tablecloth down on the grass? (*Inferential*)

Follow-up activities

- In small groups, discuss what Robert should do to fix Moppet's cage. Share ideas with other groups of students.
- Ask each student to select a pet and write a list of rules that are needed to keep it safe.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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