

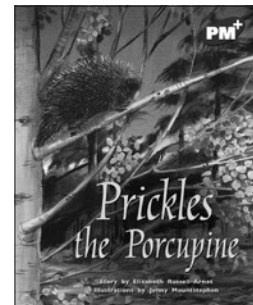
Prickles the Porcupine

PM Level 19

Purple

Text Type Narrative

Running Words 435



Preparing for Guided Reading

Orientation to the text

- Talk about the habits and habitats of porcupines. Record interesting information on a chart, e.g. *Porcupines are nocturnal animals. This means that they ...*

Prior knowledge

- A prickly porcupine protects himself by bravely shaking his tail of sharp spikes in the face of a menacing predator. This may appear humorous to the reader, but to the porcupine it is his only means of defence.

Building the Balanced Reader

Vocabulary

Key vocabulary

backwards, forwards, nowhere, seemed, underneath

Content Words

moonlight, porcupine, scuttled, snap, sniffing, spiky, thinner

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

- Read the title and discuss the cover illustration.
- Establish the setting as late spring. Discuss a porcupine's climbing skills.
- Discuss the meaning of *scuttled*. Encourage prediction. Ask questions that challenge students to search for inferential meanings, e.g. *Why do you think Fox is sniffing around in the dry leaves?*
- Observe Prickles' movements as he crawls along the branch. Notice that he does not hurt himself when he falls. Revise the function of commas in longer sentences. Ensure that students read with appropriate expression.

- Discuss the effect of Prickles' cunning decision to move backwards so that his shaking tail is closer to Fox's nose! Have students recall other **PM Plus** stories where the main characters had to 'think fast'. Talk about the lessons the characters learned through these experiences.
- Examine comparative adjectives used in the text, e.g. *wide, wider; thin, thinner; close, closer; fast, faster*.
- Discuss how words can be changed from a noun to an adjective, e.g. *spike, spiky*.
- Revise more difficult letter clusters: *rattle, stood, crawl, fright*.
- Discuss vocabulary that the author has used to enhance meaning, e.g. *crept out, scuttled along the ground and shining in the moonlight*.
- Role-play the positional words *forwards* and *backwards* in meaningful contexts. Revise other positional words, e.g. *inward, outward, towards*, etc.

Comprehension

- Where did Prickles find some green leaves to eat? (*Literal*)
- Why did Prickles sleep underneath some leaves during the day? (*Inferential*)
- Why did Fox turn and run into the forest? (*Inferential*)

Follow-up activities

- Talk about how the decisions that Prickles made influenced the plot, e.g. he kept on crawling along the branch – even though it was getting thinner! Discuss ways in which alternative decisions, made by Prickles, might have resulted in different endings to the story. Have students write about one of these different endings.
- Develop research projects describing how particular attributes, e.g. physical features, smell, colour, etc., are used effectively by animals to keep themselves safe.
- Encourage students to make detailed pencil drawings of either Fox or Prickles.

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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