

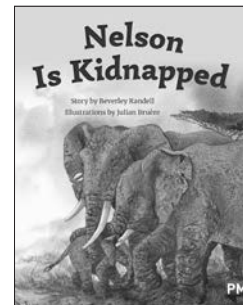
# Nelson Is Kidnapped

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 755



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about what they already know about the continent of Africa and the animals that come from there.
- Ensure students are familiar with the structure of a narrative. In particular, students should know what to expect in the orientation, complication and resolution of the text.

### Orientation to the Text

- Nelson loves to play pushing games with the other elephants. When he approaches a new family of elephants, they seem friendly at first. But it soon becomes clear to Nelson that they will not let him go. It is left to Nelson's older sister, Nina, to raise the alarm and save him from the kidnappers.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*African, kidnapped, kidnappers, plain, rescue, stronger, swamps*

#### Content Words

*advanced, determined, distressed, squealed, squeezed, trumpeting, tusks*

### Decoding

- Point out the 'ed' ending on past-tense verbs. Discuss the different sounds the ending makes in words such as *arrived* and *ended*.
- When students are having difficulty with a word, guide them to identify the vowel sounds first before decoding the rest of the word.
- Sound out the word *squealed* for students and ask them if it makes sense in the sentence. Ask, *What other strategies can you use to understand the meaning of words that you are not sure of?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you know about the story from the front cover? What questions do you have?* Make a list of the questions that students ask.
- Read pages 2–3 together and discuss the setting of the story. Ask, *Which words and phrases tell us about where the story is set? What do we know about when the story takes place?*

- Continue to page 5. Ask, *Why might it be important for baby elephants to play pushing games? What questions do you have about what baby elephants do?*
- Read to page 9 and discuss what has happened in the story so far. Ask, *What are you wondering about? Which of your earlier questions have already been answered?*
- Continue to page 13. Ask, *What parts of the setting are important to what is happening in the story? Why?*
- Read page 14 together. Ask, *How does what happened on this page link with what Nelson was doing earlier? What else would you like to know after reading this page?*
- Continue to page 16 and ask students to look carefully at the illustration. Ask, *What information does the picture give about the setting that the words do not tell you about?*
- Read page 16 and return to students' initial questions about the book. Ask, *Which of your questions have been answered? What other questions do you still have?*

### Comprehension

- How did Nelson's family save him from the kidnappers? (*Literal*)
- Why might the other elephants have wanted to keep Nelson? (*Inferential*)
- What are some of the things elephants need to live and stay safe? (*Applied Knowledge*)

### Follow-up Activities

- Make a list with students of words and phrases from the book that describe the setting. Invite students to add other words of their own. Ask students to use these words to write a descriptive poem about where Nelson lives.
- Look at a map of the continent of Africa with students. Discuss why African elephants are endangered and conduct some research to find out which countries still have elephants living in the wild.
- With students, watch the short BBC film *Kidnapped Calf* about Ebony, an elephant calf who is rescued after being kidnapped by another family. Talk about the similarities between this incident and *Nelson Is Kidnapped*, and have students note any differences.

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## Learning Intentions

- We are learning to identify and describe the setting in a narrative.
- We are learning to think as we read.

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## Success Criteria

- I can use information from the text to describe and discuss where and when the story is set.
- I can explain why the setting of the story is important.
- I can ask and answer questions about the book during and after reading.

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## Guided Reading Notes

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