

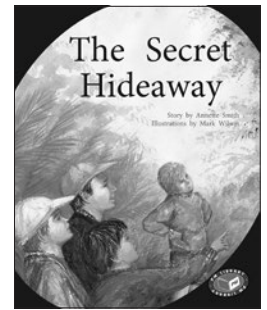
The Secret Hideaway

PM Level 21

Gold

Text Type Narrative

Running Words 617



Preparing for Guided Reading

Orientation to the text

- Write the title in bold letters on a large sheet of paper. Brainstorm possible secret hideaways and write these on the paper, e.g. tree-house, hut, etc. Revisit previous books about Mitch and Ben — *Mitch to the Rescue* (Orange Level), *The Cabin in the Hills* and *Riding to Craggy Rock* (Turquoise Level).

Prior knowledge

- *The Secret Hideaway* is the fourth story about Mitch, his family and their outdoor adventures. In this story, Mitch, Ben and their parents are bush walking when it starts to rain heavily. Their survival skills are put to the test when they find they are unable to return to their cabin.

Building the Balanced Reader

Vocabulary

Key vocabulary

backpacks, replied, rubbed, tumbled, we're, whole, you'd

Content Words

brushed, campfire, cliff, comfortable, downstream, flowing, further, groundsheet, heavily, hideaway, marshmallows, pebbles, rise, sandwiches, stream, survival, teasing, toasting, valley, vegetables, waterfall

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Discuss the cover. Have students predict what Ben is pointing to.
- Before examining the text and illustration on pp. 2–3, have students close their eyes. Now read to them the first and last sentences. Encourage them to picture the scene in their minds. Discuss.
- Discuss why the family should return to the cabin before dark.

- The heavy rain has caused a flood. Have students suggest ways of crossing the flooded stream. Discuss the safety issues involved.
- Explain *swing bridge*. Predict what the boys might have found on pp. 8–9.
- Discuss the advantages and disadvantages of sleeping in the cave for the night. What supplies would the family need?
- Talk about the term *billy*. Ask, 'What is a survival kit? Why is a survival kit important in the bush?'
- Discuss why sleeping in the cave turned out to be 'fun'. What items need to be taken on a one-day bush walking excursion?
- Introduce the simile *as snug as four bugs in a rug*. Explain that similes compare one thing with another, and often begin with *as* or *like*.
- Identify compound words used in the text, e.g. *downstream, hideaway, campfire, groundsheet*

Comprehension

- What did the family have for lunch? (*Literal*)
- Why was it dangerous to cross the stream after the heavy rain? (*Inferential*)
- What other items may have been kept in the survival kit? (*Applied Knowledge*)

Follow-up activities

- Ask students to retell an adventure they had when they were out bushwalking. Encourage them to use appropriate sequencing words and phrases to order the events that occurred.
- Make a list of 10 items that should be carried in a survival kit, and a brief explanation of how and why each one might be needed.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.
- _____

Guided Reading Notes

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