

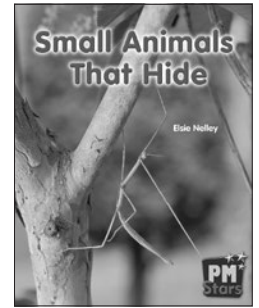
Small Animals That Hide

PM Levels 8/9

Yellow

Text Type Information Report

Running Words 170



Preparing for Guided Reading

Orientation to the Text

- Read the title. Explain that the title tells what the book is about. Discuss the cover photograph. Talk about why staying safe is difficult for some small animals.
- Turn to the title page. Revise how to use the contents page and glossary. Discuss the chapter headings *Colour*, *Shape* and *Size*. Invite students to share their prior knowledge about how some small animals use these attributes to help them hide.
- Find each glossary word within the book. Talk about how a glossary aids meaning.

Prior Knowledge

- This book is an information report about how small animals hide from the bigger animals that hunt them.

Key Language Structures

- Locate prepositional phrases that add information about *where*, e.g. *They dig down into the wet sand.* *It has a shell on its back.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

dig, from, has, new

Content Words

branch, coat, crabs, kangaroo, pouch, shell, snail, snow, stick, winter

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Provide support when students apply their phonological knowledge to predict or decode unfamiliar words, e.g. *b-u-g-s*, *h-a-s*, *cr-a-b-s*.

Fluency and Phrasing

- Explicitly teach students to recognise key interest words.
- Teach students to pause at full stops and line breaks to reinforce reading with fluency and meaning.

- Provide positive feedback when students monitor meaning by trying a word again or re-reading from the beginning of a phrase or line. For students who need additional support, say: *Does that make sense? If the word is . . . what would you expect to see? What can you do to find out what is wrong? Go back and see if . . .*

Focusing on the Book – Guided Reading

- Locate the words *small*; *green*; *brown*, *branch*; *snow*, *snail*; *stick* and *crabs*. Use the books *sm*, *gr*, *br*, *sn*, *st* and *cr* in the **PM Alphabet Blends** series to identify other words that begin with the same sounds.
- Locate the plural forms of these words: *bug*, *bird*, *crab*, *dog*. Find the plural form of *leaf*, i.e. *leaves*.
- Find the words *hide*, *hides* and *hiding* in the book. Introduce the past-tense verb *hid*.
- Say these words, emphasising the *-ch* ending: *branch*, *pouch*.
- Explain the use of the apostrophe on page 14.
- Change the onsets of these words to make new words: *lots*, *coat*, *shell*, *dig*, *sand*.
- Find words that describe size or colour, e.g. *small*, *big*, *green*, *brown*, *white*.
- Revisit words that begin with the digraph *sh*, e.g. *shell*, *she*, *shop*, *shouted*.

Comprehension

- Why do lots of green bugs sit on green leaves? (*Literal*)
- What happens to the fox's brown coat when it snows? (*Literal*)
- How do crabs hide from hungry birds? (*Literal*)
- Why is a branch a good place for a stick insect to hide? (*Inferential*)
- How does a shell keep a snail safe from hungry birds? (*Inferential*)
- Why does a baby kangaroo need to hide inside its mother's pouch? (*Inferential*)

Follow-up Activities

- Ask students to name other small animals that hide. Decide whether each animal hides by using colour, shape or size as camouflage.
- Provide opportunities for students to draw pictures and write sentences during guided, shared or independent writing about these animals and how they hide.

Small Animals That Hide

Date _____

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can recall specific information from the text.
- I can decode unknown words using my knowledge of letter-sound relationships.

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Guided Reading Notes

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