

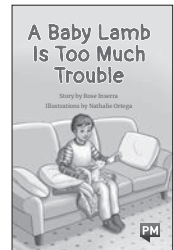
# A Baby Lamb Is Too Much Trouble

PM Level 25

Emerald

**Text Type** Narrative

**Running Words** 1646



## Preparing for Guided Reading

### Prior Knowledge

- Discuss what students already know about taking care of baby animals. Encourage them to think about what might be difficult when caring for a young animal and what might be rewarding.

### Orientation to the Text

- Billy and Annie's dad brings home a baby lamb for them to look after. Annie is excited, but Billy thinks there will be a lot of work involved. When Cuddles goes missing on Billy's watch, he starts to realise how much she means to him.

## Building the Balanced Reader

### Grammatical Conventions

- Draw students' attention to the use of pronouns in the text and discuss who or what each pronoun refers to. Talk about how pronouns are used in writing to avoid repetition.

### Vocabulary

#### Key Vocabulary

*bleating, delighted, gently, healthy, nuzzled, paddock, rescued, snugly, triplets, wiggled, wobbly, wriggle*

### Spelling

- Highlight the 'wr' spelling pattern at the start of *wriggle*. List other 'wr' words, such as *wrestle*, *wrist* and *wreck*, and discuss their meanings.

### Visual Literacy

- Invite students to look at the different fonts and colours used in the text of the book. Ask, *What do you notice about how the chapter titles and the first word of each chapter are written? Why has the author done this?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What type of text do you think this is? What clues tell you this?*
- Read to page 5. Ask, *What is this part of a narrative called? What information does it give us?* Explain that the orientation sets the scene for what is going to happen in the story.

- Continue to page 11. Ask, *Who are the main characters in the story? What can you tell me about Billy?* Support students to use the text to justify their responses.
- Read to page 16. Invite students to describe the problem in the story. Ask, *What is this part of a narrative called?*
- Look at page 17 with students. Ask, *What new information have we learned about Billy? What does it tell us about Annie?*
- Continue to page 21. Ask, *What second complication has the author added? How might it be resolved?*
- Review Billy's actions up to page 25. Ask, *How would you describe Billy now? What do the events in the story tell us about his personality?*
- Read to the end of the text. Ask, *What was the resolution to the story?*

### Comprehension

- How did Cuddles come to be at Annie and Billy's house? (*Literal*)
- Why do you think losing Cuddles changed Billy's attitude towards caring for her? (*Inferential*)
- Could this story have happened in real life? What makes you say that? (*Applied Knowledge*)

### Follow-up Activities

- Discuss what the family had to do to take care of Cuddles. In pairs or small groups, have students compare and contrast this with the care of human babies. Ask students to present their responses on a Venn diagram.
- Model writing a brief character sketch of Annie, using information from the text. Ask students to complete their own character sketch of Cuddles.
- In small groups, have students choose their favourite part of the story to act out. Encourage them to write their own dialogue adding extra detail, before performing their play.

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## Learning Intentions

- We are learning to identify and describe the parts of a narrative.
- We are learning to describe the personalities of characters in a narrative.
- \_\_\_\_\_

## Success Criteria

- I can find and describe the title, orientation and resolution in the story.
- I can use events from the text to draw conclusions about characters.
- \_\_\_\_\_

## Guided Reading Notes

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