

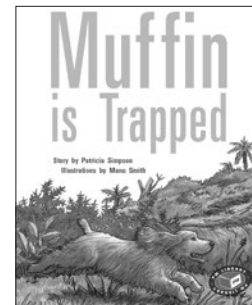
Muffin is Trapped

PM Level 20

Purple

Text Type Narrative

Running Words 472



Preparing for Guided Reading

Orientation to the text

- Re-read *Dogs* (PM Animal Facts Orange Level). Make a knowledge map of dog breeds.

Prior knowledge

- Muffin, a little golden cocker spaniel, loves to accompany her owners, particularly when they go out to the old farm. However, one day Muffin's natural instincts lead her into danger.

Building the Balanced Reader

Vocabulary

Key vocabulary

country, disappeared, frightened, golden

Content Words

bulldozer, crushed, dashed, gear, gorse, motor, ordered, since, spaniel, stumps, wasn't, whimper

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.
- 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

- Study the cover illustration and identify Muffin's breed. Talk about her colour, size, the length of her ears, her coat and her tail.
- Help students to become familiar with the type of work Rob will be doing with the bulldozer. Discuss the sentence on p. 5, 'Muffin could smell rabbits!'
- Point out gorse in the picture (the spiky plant with yellow flowers). Talk about the fact that a spaniel is a hunting dog and that almost all dogs love to chase rabbits.
- Ensure that students understand the danger that now faces Muffin on pp. 10–11, as Rob, who is wearing earmuffs, uses the heavy machinery.
- Ask students why they think Rob is beginning to worry. Do they think Muffin usually comes when Rob whistles?

- Ask why Rob said, 'I hope Muffin's not stuck down inside a rabbit hole.' Discuss the word *whimper*.
- The relief to all is evident as Muffin is reunited with Sue and Rob. Discuss the expressions on their faces.
- Introduce or revise more difficult letter clusters, e.g. *-ail* in tail; *-ate* in gate. Ask students to make lists of words with these clusters.
- Identify interesting verbs used in the text, e.g. *darted, dashed, disappeared, wriggle, crushed, whimpered*.

Comprehension

- Which big machine was parked by the farm gate? (*Literal*)
- Why did Rob worry when Muffin didn't come when he whistled her? (*Inferential*)
- Why did Rob and Sue have to break open the log to get Muffin out? (*Inferential*)

Follow-up activities

- Ask students to rewrite the ending to the story if Muffin had been stuck in a rabbit hole instead of in the log.
- Encourage students to retell occasions when a pet has been stuck in an awkward place, or missing. Include details about how the pet was freed or located.

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Date _____

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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, and to integrate reading skills and strategies to derive greater meaning from the text.
- _____

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, and use 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