

### 3HM/3GC/3AA Guided Reading

#### Planning and Record Sheet

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| <b>Date :</b><br><p style="text-align: center;">Monday 02.11.2020</p>                               | <b>Group :</b><br><p style="text-align: center;">All Class</p>   |
| <b>Text :</b><br><p style="text-align: center;">The Wind in the Willows<br/>Chapter 2 P.31 - 33</p> | <b>Focus / Pitch / Milestone :</b><br><p style="text-align: center;">Prediction      Clarify<br/>Question      Summarise</p> |

|   |  |
|---|--|
| <b>Prediction</b><br><i>(Include any predictions that you might make as an example to the children, what is the prediction based on?)</i>     | <b>Recap</b><br>What happened to the characters on the last pages that we read?<br>What did we learn about the character's interests and personalities?  |
| <b>Clarify</b><br><i>(Any words or phrases that you think the children may be unclear about)</i>  | <b><u>Vocabulary</u></b><br>Composed<br>Roach<br>Larder<br>Cautiously<br>candid  |
| <b>Question</b><br><i>(Any questions that you may ask about the text or about something included in the text – find or supply the answer)</i> | <ol style="list-style-type: none"> <li>1. What had Rat done to the ducks? (p.31)</li> <li>2. How did the ducks feel about this? (p.31)</li> <li>3. What do you notice about the way Rat has written his song? (p.31/32)</li> <li>4. What does mole think about Rat's song? (p.32)</li> <li>5. What does Mole want to ask Rat? (p.32)</li> <li>6. "It's never the wrong time to call on Toad." What does this mean? (p.33)</li> </ol> |
| <b>Summarise</b><br><i>(What do we know, how can we explain the events or what have we have learned so far?)</i>                              | Can you summarise what happened during these pages?  |
| <b>Other key points or focus areas?</b>   | Anything further the chn would like to discuss?  |

Tuesday 3rd November 2020

**Overall Objective :**

I can skim and scan a text to find information.

**Learning Outcomes :**

I can retrieve relevant information from a fiction text.

I can understand the meaning of unfamiliar words in context (GD)



**The Wind in the Willows**  
**Chapter 2**

1. What had Rat done to the ducks? (p.31)
2. How did the ducks feel about this? (p.31)
3. What do you notice about the wat Rat has written his song? (p.31/32)
4. What does mole think about Rat's song? (p.32)
5. What does Mole want to ask Rat? (p.32)
6. "It's never the wrong time to call on Toad." What does this mean? (p.33)

Wednesday 4th November.

**Overall Objective:**

Discuss words and phrases that capture the reader's interest and imagination.

Identify how language, structure and presentation contribute to meaning.

**Learning Outcome:**

I can discuss how language can be used give inferences about a character.



**P.E.E GUIDED WAGOLL**

**The Wind in the Willows**

*Chapter Two. Pages 31–33*

Using evidence from the text in your answer, explain how Rat feels about Toad.

P. It is my opinion that Rat feels like Toad is.....

E. I think this because on Page...it says, "....."

E. This leads me to believe that.....

Thursday 5th November.

Overall Objective:

Discuss words and phrases that capture the reader's interest and imagination.

Identify how language, structure and presentation contribute to meaning.

Learning Outcome:

I can discuss how language can be used give inferences about a character.



**P.E.E Independent Response**

The Wind in the Willows

Chapter Two. Pages 31–33

Using evidence from the text in your answer, explain what type of lifestyle Toad has.

P. It is my opinion that Toad leads a .....

E. I think this because on Page...it says, "....."

E. This leads me to believe that.....

**Friday 6th November 2020**

**Overall Objectives :**

I can skim and scan a text to find information.

**Learning Outcomes :**

I can retrieve relevant information from a fiction text

I can understand the meaning of unfamiliar words in context (GD)



### **The Wind in the Willows**

#### **Chapter 2**

*In the space below, can you draw a picture of what you believe Toad Hall to look like. Use the description on page 33 to help you. Then can you label the different features that you have drawn that were mentioned in the text. Remember to use a ruler and your neatest handwriting for your labels.*