



# Baby Elephant Runs Away

Level D / 58 words / fiction

High frequency words:

*are, at, come, down, is, look, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where will Baby Elephant go if he runs away? What could happen if he leaves Mother Elephant?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the following words by predicting what sounds they hear and what letters they expect to see: *river, mouse, and safe*.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

### FUN FACT

Baby elephants stay close to their mothers for the first months of their lives. They recognize their mothers by touch, sound and smell because they don't see very well when they are young.

- **Literal comprehension:** The answers are in the text. Ask, "Where are the elephants going? What did Mother Elephant say when she could not find Baby Elephant? What did Baby Elephant see in the grass?" Have the children find support for their answers within the text.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Baby Elephant run away? How did he feel when he saw a mouse? Why did he run back to Mother Elephant?"

## Word work

- Have students locate high-frequency words in the text and practice writing them.
- Help the students locate the multisyllabic words: *elephant, running, going, into, and river*. Clap and count the syllables.
- Find the word *mouse*. Explain that the *ou* in *mouse* is the same as the *ou* in *house* and sounds like /ow/.
- Have the children find the quotation marks in the story. Explain how and why these marks are used.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner.

## Writing activity

- Write the words *Baby Elephant* and *Mother Elephant* on the board. Have each student write a sentence about Baby Elephant or Mother Elephant.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /ow/ sound; Noticing quotation marks.