

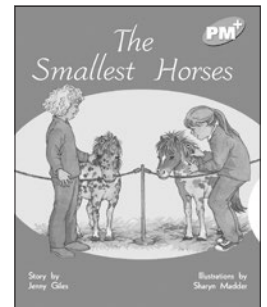
The Smallest Horses

PM Level 17

Turquoise

Text Type Narrative

Running Words 371



Preparing for Guided Reading

Orientation to the text

- Invite students who have been to pet shows to talk about their experiences. Ensure that they understand the meaning of any new vocabulary, e.g. *show ring*, *notice*, etc.

Prior knowledge

- Clare and Abby's love of horses is emphasised when they see two very small horses at a pet show. Students who have an interest in animals, especially horses, will use personal knowledge to enhance meaning.

Building the Balanced Reader

Vocabulary

Key vocabulary

corner, far, half, heard, owner, owners, tanks, while

Content Words

anything, cute, hour, notice, stood, wonder

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations. Recall Clare and Abby's love of horses. Look at the size of the horses and
- talk about the word *smallest*. Explain to students that these are not ponies. Some breeds of horse are very small. If possible, do some
- research and find pictures of small horse breeds.
- Encourage students to talk about occasions that were more fun because they were shared with friends. Discuss what *The show went on and on* implies about the girls' feelings.

- Study the illustrations on pp. 6–9. Read the sign. Discuss signs that students may have seen at shows, parades, fairs, etc. Talk about pet shows students have been to.
- Encourage the children to read the dialogue on pp. 10–15 with expression. Note the change in the girls' interest when they see the tiny horses!
- Check the meaning of the word *cute* in a dictionary. Talk about how the tiny horses altered how the girls enjoyed their outing.
- Discuss common endings for the words *owner, corner; tiny, sorry, hurry, Abby*.
- Examine the letter clusters in *would, couldn't*. Make a list of other words that contain this cluster.
- Discuss words that sound the same but have different meanings, e.g. *there, their*.
- Discuss the compound words *everyone, anything, everything*.

Comprehension

- What did Clare's parents like to see? (*Literal*)
- Why did Clare and Abby want to go and see the pet show? (*Inferential*)
- Why did Clare and Abby almost miss seeing the horses? (*Inferential*)

Follow-up activities

- Write simple book reviews retelling the main events of the story. Model a format for the children.
- Have each student draw two pictures of either Abby or Clare. In one speech bubble, invite them to write what Abby or Clare might have said about the show if they hadn't seen the horses. In the other speech bubble, have them write what Abby or Clare might have said after seeing the horses.
- Re-read other stories about Clare and Abby (*The Tree Horse, The Skipping Rope, The Little Blue Horse*). Have students illustrate sequential parts of their favourite stories and use them as visual aids during oral retells.
- Collect photographs or pictures of horses. Sort and classify these, and then paste them onto a chart under chosen headings, e.g. *Racing, Show Jumping, Farm, Small Horses*, etc.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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