

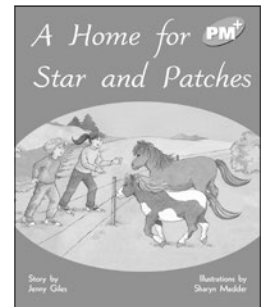
# A Home for Star and Patches

PM Level 22

Gold

**Text Type** Narrative

**Running Words** 727



## Preparing for Guided Reading

### Orientation to the text

- Recall other stories about Clare and Abby.

### Prior knowledge

- Clare and Abby have become very fond of Star and Patches. Imagine their dismay when they overhear the new owners of the riding school describing the two ponies as *too old to stay!*

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*chose, difficult, easily, manage, rise, weren't, you'll,*

#### Content Words

*approached, awful, brushed, cleared, explained, gallop, groom, paddock, probably, realised, shown, strangers, stubborn, taught, trotted, usually*

### Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Read the title. Explain that the girls have been riding for almost a year now and have grown very fond of Star and Patches.
- Write the word *probably* on the whiteboard and discuss its meaning. Ask, *Why do you think the girls were disappointed when they heard that David and Penny were leaving?*
- Observe the height and construction of the jumps. Recall that Star is sometimes stubborn!
- Discuss Clare's affection for her pony, even when Star would not go over the next jump. What does *they'll both have to go* mean? Talk about what the girls could do to find the ponies a new home.
- Discuss the girls' concerns.

- Enjoy the satisfactory ending. Discuss the suitability of Clare's farm as a new home for the ponies.
- Revise digraphs in initial, medial and final positions: *chose, Patches, approached, watched, reached; Star, still, stubborn, stables, first; shown, brushed, wish.*
- Discuss and expand the contractions *don't, couldn't* and *weren't*.
- Use a dictionary to find the meaning of *stubborn, favourite, groom* and *awful*.
- Find examples of conjunctions, e.g. *while, where, but, and*. Encourage the children to use these words in their own writing.
- Recall that an adverb describes how something occurs. Find examples in the story, e.g. *slowly, easily, sadly* and *safely*.

### Comprehension

- Why did the new owners say Star and Patches will have to go? (*Literal*)
- How are the new owners different from David and Penny? (*Inferential*)
- Why are Clare and Abby's parents happy for the girls to have Star and Patches now? (*Applied Knowledge*)

### Follow-up activities

- On a photocopier, enlarge 'Wanted to buy' advertisements from the newspaper. Discuss the features of this writing form. Encourage students to write advertisements for the purchase of two ponies to replace Star and Patches.
- Re-read stories about Clare and Abby. Identify and list the series of events in each book. Use these lists to retell the stories in more detail.
- Write letters to Penny and Mark from Clare and Abby, thanking them for their lessons.

# A Home for Star and Patches

Date \_\_\_\_\_

PM Level 22

Gold

## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- \_\_\_\_\_

## Guided Reading Notes

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