

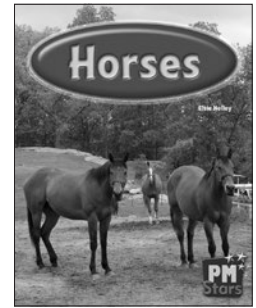
Horses

PM Levels 11/12

Blue

Text Type Information Report

Running Words 147



Preparing for Guided Reading

Orientation to the Text

- Recall that Kris and his family are the characters in *Playing with Jip* (PM levels 5/6) and *Kris's Family* (PM levels 8/9).
- Explain that this book tells the reader many things about horses.
- Read the title of the book. Discuss the cover photograph. Recall that Kris attends a riding school on Saturdays.
- Turn to the contents page. Discuss the chapter headings. Reinforce the features of non-fiction books.

Prior Knowledge

- This book is an information report about horses.

Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Horses are animals. Some horses are big. Some horses are small.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

if, live, or, races, time

Content Words

carrots, fences, foal, hay, head, neck, sheds, small, work

Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the text. Introduce key interest words. Explain that hay is grass that has been cut and dried. It is fed to animals.

- Discuss the sentence on page 15: *Horses are animals that help us.* Discuss ways that horses are able to help us, e.g. people who live in remote areas where cars can't go rely on the strength and stamina of horses to help them get from place to place. Find out about other animals that help us. Read *Animal Helpers* (PM levels 8/9) to stimulate discussion.
- Find each glossary word within the book. Talk about how a glossary aids meaning.
- Discuss this sentence: *Lots of horses live outside on farms.* Explain that *on farms* tells the reader about where lots of horses live. Identify places where other animals live, e.g. *rabbits live in burrows under the ground; gorillas live in forests.*
- Identify the digraph *ch* in initial and final positions, e.g. *children, beach.*
- Distinguish between words with similar visual features, e.g. *live, like; from, farm; if, of.*
- Identify the present-tense verbs: *eat, drink, live, like.*
- Revisit the inflectional ending *-ing*, e.g. *riding, going.*
- Talk about the irregular verb *to have*: *have, has, having, had.*
- Find prepositional phrases in the book, e.g. *on farms, over fences, with heavy bags.* Discuss the additional information these phrases provide.
- Discuss the use of labels to present information, e.g. *head, neck, tail, legs.* Notice that the labels are the names of things.

Comprehension

- What do horses eat? (*Literal*)
- Where do horses live? (*Literal*)
- What can work horses do? (*Literal*)
- Why do lots of horses live on farms? (*Inferential*)
- Why do some horses live in big sheds if it is cold? (*Inferential*)
- Why do some children go to a riding school? (*Inferential*)

Follow-up Activities

- Build a vocabulary chart about animals and their young, e.g. *a foal is a baby horse; a cub is a baby bear.* Talk about which of these baby animals drink milk from their mothers and which don't.
- Encourage students to discuss movies and television programs that features horses. Ask, *Why are horses popular pets?*

Horses

Date _____

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Learning Intentions

- We are learning to identify topic sentences and sentences that provide supporting information.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Success Criteria

- I can identify topic sentences and sentences that provide supporting information.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Guided Reading Notes

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