

The Vet

PM Level 11/12

Blue

Text Type Information Report/Recount

Running Words 207



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a vet is and what vets do to care for animals.

Orientation to the Text

- Scamp the dog is not well. His owner takes him to the vet. The vet examines Scamp and finds that his gums are red. She gives him some special dog food to help him get better.

Key Language Structures

- This text has some technical vocabulary relating to vets that is explained in a glossary.
- Possessive apostrophes and pronouns are used throughout, e.g. *Scamp's hair and skin, his ears*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, does, First, moves, puts, still, taking, wants

Content Words

clinic, gums, light, stethoscope

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *nurse*. Ask, *How many letters are in this word? How many sounds are in this word?*
- Look at the word *stethoscope*. Ask, *What blend does this word start with?* Invite students to suggest other words they know that start with the same blend.

Fluency and Phrasing

- Read p. 4 aloud to students. Discuss why the word in bold is not read more loudly. Ask, *Why does this word appear in bold?*
- Read p. 8 aloud together. Discuss the difference between how long to pause for a comma and how long for a full stop. Read the page a second time together.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students what a vet is. Invite students to share their own experiences of taking animals to the vet.

- Ask students to read to p. 4. Ask, *What do you think a clinic is? What clues in the text help you know what it means?*
- Show students how to find the meaning of *clinic* in the glossary. Compare the picture with their predictions.
- Look at the illustration on p. 7. Ask, *What do you think the vet is doing? What will she do next?*
- Ask students to read p. 10. Ask them to use clues in the text to suggest what a stethoscope is. Look at the picture for stethoscope in the glossary together. Repeat with other glossary words in the text.
- Look at p. 12 together. Ask, *What is the punctuation mark in 'Scamp's' called? Why is it there?*
- Ask students whose eyes the vet checks. What word tells them this?
- Read to the end of the text. Discuss what was making Scamp feel sick.

Comprehension

- Why did Scamp's owner take him to the vet? (*Literal*)
- Why do you think the vet pats Scamp and talks to him when he is put on the table? (*Inferential*)
- How do you think Scamp's owner was feeling at the beginning and the end of the text? Why? (*Inferential*)

Follow-up Activities

- Choose a related topic to learn about together, such as animal care or healthy eating. Make a list of new words that you come across. In pairs, ask students to make one page for a class book about the topic, including a glossary to show the meanings of the new words.
- Talk with students about when they have been to the doctor. Make a list of words they might need to write about their experience and add relevant words from the glossary for *The Vet*. Ask students to write and illustrate a short recount of their doctor's visit using some of the new words.
- Make a Y-chart with students showing what it looks like, sounds like and feels like at the vet clinic. Encourage students to use new words they have learned.

Learning Intentions

- We are learning to predict the meanings of unfamiliar words.
- We are learning how glossaries work.

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Success Criteria

- I can use strategies to make good predictions about word meanings.
- I can find words from a text in the glossary.

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Guided Reading Notes

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