

Dad is a farmer

PM Levels 1/2

Magenta

Text Type Description

Running Words 40



Preparing for Guided Reading

Orientation to the Text

- Dad performs lots of activities on the farm, such as driving the tractor and milking the cows.

Prior Knowledge

- Students should be familiar with what a farm is and with vocabulary relating to common farm activities.

Key Language Structures

- A predictable sentence structure of *Dad is* plus a present continuous verb ending in 'ing' is used on most pages.
- Both the definite article *the* and the indefinite article *a* are featured throughout the book.

Building the Balanced Reader

Concepts About Print

- Ask students how many words are on each page. Have them point to the first word and the last word.

Vocabulary

Key High-frequency Words

a, Dad, is, the

Content Words

bike, calves, cows, farm, farmer, fence, hole, tractor

Decoding

- As you read, clap the syllables in each of the words ending in 'ing'. Invite students to identify each base word by the first syllable.
- Together, sound out the word *hole*. Ask, *What other letter works with the 'o' to make the long 'o' sound?*

Fluency and Phrasing

- Ask students how many sentences are on each page. Practise stopping at the full stop before turning to the next page.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Read the title of the book to students and discuss where a farmer works. Talk about different kinds of farms together and what they would expect to find on a farm.

- Look at pages 2–3 together. Before you read page 2, ask, *What can you see Dad doing?* Invite students to suggest which two-letter blend they would expect *tractor* to start with.
- Read page 4. Cover the 'ing' on the end of *milking*. Ask, *What word am I left with if I take the 'ing' off the end of milking?*
- Continue to page 6. Read the sentence together. Ask, *What is the base word of feeding?*
- Look at pages 10–11. Discuss what students can see in the picture on page 11 and ask them to predict what the sentence will be. Read the sentence on page 10 and ask students which of their predictions was correct and how they know.
- Continue to page 16. Point out the word *farmer*. Ask, *What is the base word of farmer?* Return to page 14 and find the base word of *farmer* together.
- Re-read the text together. Ask students to tell you all the things the farmer did that they remember.

Comprehension

- Which two animals were on Dad's farm? (*Literal*)
- Why do you think Dad needed to fix the fence? (*Inferential*)
- Is there hard work involved in living on a farm? Why or why not? (*Inferential*)

Follow-up Activities

- Read other stories or simple non-fiction texts about farms. Invite students to describe which activities are common to the farms that you read about, and which are specific to particular kinds of farms.
- Make a list of all the farm animals that students know. Talk about the names for the baby animals that relate to each animal, such as cows and calves, and horses and foals. Have pairs of students draw a baby and an adult version of each animal and guide them to write a simple sentence using the relevant vocabulary.
- Show students a variety of fruits, vegetables or other foods that come from farms. Ask them to think about ways to sort the foods, such as according to whether they grow on a tree or in the ground, or whether people eat them raw, cooked or both. Talk about how food gets from farms to our homes.

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Learning Intentions

- We are learning to use base words to read longer words.
- We are learning to check what we read makes sense.

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Success Criteria

- I can find the base word of words ending in 'ing'.
- I can crosscheck what I have read with the letters in the word and what is happening in the pictures.

• _____

Guided Reading Notes

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