

Erin Rides Tiffy

PM Level 8

Yellow

Text Type Narrative

Running Words 154



Preparing for Guided Reading

Prior Knowledge

- Explain that horse riding is a skill that takes time to master, beginning with slow, accompanied rides.

Orientation to the Text

- This is a story about recurring character, Erin, and her mum. In this story, Erin has her first ride on her horse, Tiffy. At first, Mum walks Erin and Tiffy around the paddock. Then, Mum steps back so that Erin can build confidence as a rider.

Key Language Structures

- Use of dialogue to add pathos and interest.
- Longer, more complex sentences: *Tiffy walked up and down the paddock with Erin riding on her back.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

again, all, by, hello, help, her, off, myself, way

Content Words

Erin, gate, Tiffy, horse, Mum, grass, paddock, gate

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Ask, *Is Tiffy a big horse? How does Erin feel about riding on her?*
- **pp. 2–3** Discuss the fact that Mum is carrying some riding equipment. Ask, *Do you think Tiffy will enjoy giving Erin a ride? Is Erin excited about riding on Tiffy?*

- **pp. 4–5** Point out the stirrups in the photo. Explain that Mum is helping Erin put her foot in the stirrup, so that she can climb up onto Tiffy's back.
- **pp. 6–7** Ask, *What shows you that Erin might now be feeling worried?*
- **pp. 8–9** Mum is making sure that Tiffy doesn't go too fast. Ask, *Do you think Erin will feel better as she gets used to riding on Tiffy?*
- **pp. 10–13** Ask, *How do you think Erin feels about riding without Mum walking beside her?*
- **pp. 14–15** Discuss the fact that Tiffy has been walking around the paddock, and has not gone too fast for Erin. Ask, *What do you think Erin will say to Mum?*
- **p. 16** Ask, *How do you think Erin feels now, knowing that she can ride Tiffy by herself? Do you think Mum will keep watching her as she rides?*

Comprehension

- Why do you think Mum walked beside Tiffy the first time? (*Inferential*)
- Why do you think Mum stayed by the gate the second time? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing correct words to complete sentences; writing correct initial letters to complete words; putting letters in correct order to write words from the story; writing correct words to complete sentences from the story.
- Ask students to think of a time when they were pushed to do an activity that frightened them a little. Ask, *Were you glad that you kept going?* Draw a picture of yourself doing the activity.
- Have students use the cover of the book to draw a picture of Tiffy, including the riding equipment that Mum has put on her. Assist students to write labels for the equipment, including bridle, stirrups and saddle.

Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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