

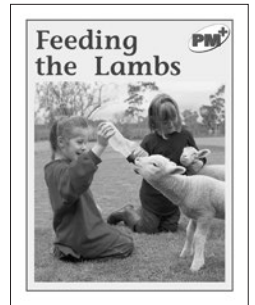
Feeding the Lambs

PM Level 14/15

Green

Text Type Recount

Running Words 140



Preparing for Guided Reading

Orientation to the Text

- Re-read *Baby Lamb's First Drink* (PM level 4). Talk about caring for motherless lambs.

Prior Knowledge

- In this recount, Kate writes a letter to her gran and grandad about an enjoyable experience she had while visiting Sam's farm. This book further reinforces the non-fiction theme 'Food and eating'.

Key Language Structures

- Adverbial phrases that tell 'how' are included in some sentences, e.g. *The lambs wagged their tails very fast.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, lives, their, them

Content Words

bottles, milk, sheep, tails, wagged

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover photograph. Remind students that lambs wag their tails when they are happy.

- Discuss the conventions of letter writing, i.e. setting out, opening and closing sentences, etc.
- Notice that Kate's letter is personal and written in the past tense. Ask, *Why is Kate writing a letter to her grandparents?* Point out that the events of the visit are recorded in a sequential order. Discuss how ideas have been grouped together. Talk about the features of report writing evident in Kate's letter.
- Highlight for students that the text on the right-hand page is the same as the left-hand page, but in the child's handwriting.
- Discuss the recommendation made by Kate at the end of her letter. Read the letter with fluency and phrasing.
- Use the format of the text as a model for letter writing.
- Reinforce monitoring of past-tense verbs: *saw, came, fed, drank, wagged.*
- Read with fluency and phrasing.

Comprehension

- Where did Katie go to stay? (*Literal*)
- Why did the lambs come running up to the girls? (*Inferential*)
- Why did the lambs wag their tails? (*Inferential*)

Follow-up Activities

- Have students pretend to be Gran or Grandad, replying to Kate's letter. Use the letter in the book as a model. Discuss what students could write in their letters.
- Provide students with card, cotton wool, scissors and glue. Have them make stand-up models of lambs. Add captions about caring for a young lamb.
- Write about how different animals use their tails.

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Date _____

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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