

Fire at the Farm

PM Levels 14/15

Green

Text Type Recount

Running Words 210



Preparing for Guided Reading

Orientation to the Text

- Inform students that the book is a journal written by a girl after staying with her grandparents at their farm in the country. Explain that while she was at the farm, a small fire started in the long grass. Recall that a recount tells a series of events that have already happened.

Prior Knowledge

- In this recount, a young girl writes about a small fire that happened at her grandparents' farm in the country. Grandpa is cutting the long grass when his big ride-on mower hits a stone in the grass. A little spark under the mower starts a fire. The young girl has drawn pictures to illustrate the sequence of events.

Key Language Structures

- Some sentences have two independent clauses joined with a conjunction, e.g. *So Grandma ran into the house and rang for the fire engine.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

could, end, just, last, picked

Content Words

branches, country, field, firefighters, mower, noise, spark

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

- 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 illustration. Introduce the main characters.

- Read the chapter headings on the title page. Use the chapter headings to predict a possible sequence of events.
- Support students when they use their knowledge of phonemes and phonological awareness to check or identify unknown words, e.g. *p-i-ck-ed, sp-ar-k, j-u-st*.
- Recall that proper nouns begin with a capital letter.
- Find these personal pronouns: *I, we, he, it*. Locate the nouns they replace.
- Discuss the root words of: *got, made, saw, rang*.
- Identify prepositional phrases in the book, e.g. *in her garden, down the road, on the fire*.
- Locate words in the book with these endings: *-er, -st, -y*.
- Talk about when a final consonant is doubled before adding *-ing*, e.g. *getting*.
- Discuss the sound made by the letters *ar* in: *farm, garden, spark, started*.
- Write the contraction *didn't* in expanded form.
- Discuss the singular word *branch* and its plural form, *branches*.
- Change the onsets in these words to make new words: *last, picked, could*.
- Revisit words that begin with the digraph *th*-, e.g. *their, that, then, they*.

Comprehension

- Where do Grandma and Grandpa live? (*Literal*)
- Why was Grandpa on his big ride-on mower? (*Literal*)
- How did the fire start? (*Literal*)
- Why did the girl open the gate? (*Inferential*)
- Why didn't Grandpa see the little fire? (*Inferential*)
- What does it mean when it says the firefighters *got to the farm in time*? (*Inferential*)

Follow-up Activities

- Discuss the need to be extra diligent when lighting fires in summer. Gather information about signs that prohibit the lighting of fires in some areas.
- Invite a firefighter into the classroom to talk with students about fire-safety procedures. Prepare questions prior to the visit. Make a class booklet about fire safety.
- Role-play procedures for making an emergency phone call.

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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