

Erin Meets Tiffy

PM Level 5

Red

Text Type Narrative

Running Words 105



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the differences between ponies and other horses, particularly in terms of ponies' smaller size.

Orientation to the Text

- In this story, Erin and her mum are at their farm, waiting for Dad to come home. When Dad arrives, he is towing a horse trailer. Erin is thrilled to find out that the pony in the trailer, Tiffy, is for her.

Key Language Structures

- Questions and exclamations in dialogue.
- Use of varied sentence lengths to create tension.

Building the Balanced Reader

Concepts About Print

- Talk about the use of upper-case letters as the initial letter for names.
- Use of bold text for emphasis.
- Revisit letter names and sounds: Tt, Cc, Dd.

Vocabulary

Key High-frequency Words

cried, looked, went, where

Content Words

Erin, Mum, Dad, car, van, road, truck, gate, trailer, Tiffy, horse

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Ask, *Does Tiffy look like a big or little horse? How do you think Erin feels about meeting Tiffy?*

- **pp. 2–3** Erin and Mum are waiting for Dad to come home. Ask, *What type of area does the family live in?* Discuss how the use of bold text emphasises Erin's keenness for Dad to come home.
- **pp. 4–7** Talk about the van and truck that drive past. Ask, *Do you think Erin is disappointed that she has not seen Dad's van yet?*
- **pp. 8–11** Ask students if they recognise the type of trailer behind Dad's van. Ask them to guess what it might be used for.
- **pp. 12–13** Ask, *Do you think Erin knows what is in the trailer?*
- **pp. 14–15** Ask, *Do you think Erin is surprised that there was a little horse in the trailer? How do you think Erin feels when Mum tells her that Tiffy is for her?*
- **p. 16** Ask, *Why do you think Mum and Dad found a little horse for Erin? Do you think Tiffy and Erin like each other?*

Comprehension

- What was in the trailer on Dad's car? (*Literal*)
- Why do you think Erin hadn't gone with Dad to get Tiffy? (*Inferential*)

Follow-up Activities

- Ask students what they know about the care of horses. Make a list of any points they suggest, and compile a class list of horse care instructions. Use books or internet searches to ensure that the most important aspects are covered.
- Have students imagine they are being given a little horse. Ask them to choose a name for the horse, and decide what colour they would like it to be. Have students draw their horses and display their drawings together.
- Have students write a few words about a time they received a surprise, big or small. Have them illustrate their words with a self portrait that shows how they felt.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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