

# At the animal farm

PM Level 2

Magenta

**Text Type** Description

**Running Words** 48



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the names of common baby animals such as kittens and chicks.

### Orientation to the Text

- A girl and her father interact with lots of little animals at the farm.

### Key Language Structures

- The repetitive structure, *Come and see the little \_\_\_\_\_* is used, with a different noun corresponding to the animal on each page.
- The adjective *little* is used throughout.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*and, Come, little, see, the*

#### Content Words

*calves, chicks, ducklings, foals, kittens, lambs, piglets, puppies*

### Decoding

- Encourage students to run their fingers under the length of longer words such as *piglets* to make sure they are reading the entire word.
- Look at the word *Come*. Ask, *What words do you know that rhyme with 'Come'?*

### Fluency and Phrasing

- Ask students to find the full stop on each page. Talk about how this helps their reading.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask students if they have been to a farm before and allow them to share their experiences. Discuss what they think might be in the text using this knowledge.

- Look at pp. 2–3 together. Ask, *What is a kitten? What do we call a grown-up kitten?*
- Read p. 6 together. Look at the word *little*. Say, *Can you find the double letter in 'little'? What sound do the two letters make together?*
- Look at p. 8 together. Ask students what they can see in the picture. Look at the word *ducklings* and talk about why it was used instead of *ducks*. Ask, *How is the word 'ducklings' different from 'ducks'?*
- Look at p. 10 together. Point to the word *piglets* and ask students what it is. Ask, *How do you know that it says 'piglets' and not 'pigs'?*
- Continue to p. 16. Ask students what a foal is.
- Reread the text and ask students to share times when they have seen baby animals.

### Comprehension

- What is a baby chicken called? (*Literal*)
- Do you think the animals like living on the farm? Why or why not? (*Inferential*)
- Why do you think the author used baby animals in the book? (*Inferential*)

### Follow-up Activities

- Make a list of other animals that students know, and talk about what their babies are called. Make a set of large cards with the baby and adult animals on them and invite students to illustrate them. Use the cards for a group game of memory, matching the baby with the adult animals.
- Talk with students about the different things that need to be done to take care of an animal. Borrow or buy a class pet and work with students to write some simple instructions for looking after it. Allow students to take turns with the jobs and talk about them each day to reinforce the vocabulary.
- Choose another setting such as a jungle or a zoo and with students list the baby animals that you might find there. Model writing sentences starting with *Come and see the little* and finishing with the animal name. Ask students to write and illustrate a sentence of their own. Students can then mime their sentence for their classmates to guess their animal before they share their work.

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## Learning Intentions

- We are learning to read longer words.
- We are learning to make connections with what we read.

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## Success Criteria

- I can look at all the sounds in a word as I read it.
- I can talk about things in my life that are like the book.

• \_\_\_\_\_

## Guided Reading Notes

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