

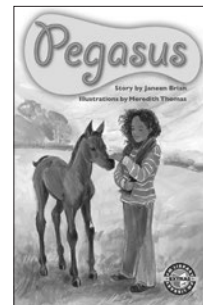
Pegasus

PM Level 27

Ruby

Text Type Narrative

Running Words 2385



Preparing for Guided Reading

Orientation to the Text

- Amy and her family have recently moved to the country. When their horse, Challenge, has a foal, Amy is determined to call it Pegasus, after a legendary Greek horse that can fly. Pegasus also has special significance to Amy – it comes from a story that she used to read to a special friend, who was no longer able to read to herself. Zack is Amy's brother. He has other ideas about naming the foal. Will Zack get his own way, or will Amy get to name the foal Pegasus – a name to remind her forever of a very special friend?

Prior Knowledge

- What type of text is this? How do you know?
- Ask students what they know about narrative texts. Looking at the title of each chapter, what do you think might happen in this story? Brainstorm words associated with horses, farms and legends.

Building the Balanced Reader

Grammatical Conventions

- Locate similes on pp. 5, 10, 12 and 27, that compare one thing with another, e.g. *like a small, rickety table*.
- Encourage students to read sentences with question marks and exclamation marks with appropriate expression.
- Identify speaking verbs that replace *said*, e.g. *asked, cried, accused, called, insisted, whispered*.

Vocabulary

Key Vocabulary

accused, annoyance, concentration, countered, defended, defiant, disgust, distracted, hesitant, intended, juttied, nuzzled, rickety, scarlet, snicker, triumphantly

Spelling

- Ask students to locate other letters that make the sound *f*, e.g. *ph* in *triumphantly*; *gh* in *draughty*.
- Identify words that contain silent letters, e.g. *wrong, climbed, sighed*.

Visual Literacy

- What does the front cover tell us about the book? Who is Pegasus?

- What is the relationship between the people on p. 6?
- Look through the illustrations. Where do you think this story is set? How do you know?

Focusing on the Story – Guided Reading

- Identify the words that describe how newly born the foal was.
- Discuss the significance of the name Pegasus for Amy. Talk about why Zack wanted to call the foal Star, and how insistent he was.
- Ask students what the expression *stubborn as a mule* means.
- Talk about how Amy felt when she was finally able to call the foal Pegasus.
- Ask students to explain why Amy hated the farm when they first moved there. Why did she feel that way? Would you have felt the same? Have you ever had to face such a big change as Amy and hated it? Did you change your mind after a while? What made you change your mind?
- Discuss why Chapter 5 is called *Getting Sorted*. Ask students to explain why Amy's and Regan shared a special relationship.
- Discuss the term *reminiscing*. What did Amy reminisce about? Why did she do this?
- Ask students to explain why Amy chose to put the blue sweater on.

Comprehension

- Why was Amy in the barn at dawn? (*Literal*)
- Why did Amy's mum's 'brow furrow' when Amy told her the foal's new name? (*Inferential*)
- What tells you that Amy and Regan's friendship was so special? (*Applied Knowledge*)

Follow-up Activities

- Develop a list of words and phrases that describe Amy and her character.
- Contractions are when two small words are put together to make one. Make a list of common contractions used and write them in expanded form.
- Amy chose the name Pegasus because it held a special meaning for her. Imagine that you were given five new pets of your choice. What would you call them and why?

Learning Intentions

- We are learning to understand a range of themes that we encounter in everyday life, and understand the impact of stereotyping in our society.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text that we encounter in our lives, and can understand how stereotyping affects the way people think and behave.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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