

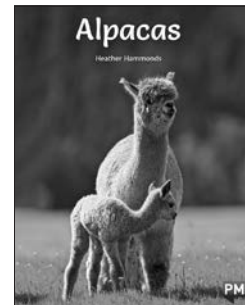
Alpacas

PM Level 20

Purple

Text Type Information Report

Running Words 561



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of the structure of an information report, and how to use non-fiction features, such as the glossary.
- Students should also know what a farm is and how animals on farms contribute to the lives of humans.

Orientation to the Text

- Alpacas are native to South America, but they are farmed around the world. This is because their fleece is very warm and can be used to make a variety of products, including clothing and rugs.

Building the Balanced Reader

Vocabulary

Key Vocabulary

beautiful, cold, during, hangs, herd, months, nice, rugs, world

Content Words

alpaca, born, carpets, clothing, cria, fleece, fluffy, hay, llama, mill, obstacle course, shearer, shearing, sheep, shelter, soft, South America, spring, squeal, summer, toes, yarn

Decoding

- Draw students' attention to the pronunciation of *crias* that is provided after the word on page 6. Discuss why it is there and how the sounds in the word correspond with the letters.
- Encourage students to look for known parts of longer words to help them read the words accurately and confidently.
- Talk about the words *shear*, *shearing* and *shearer* together. Discuss how the meanings of the words are related and what the base is.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you already know about alpacas? What kinds of information do you think this information report will give you?*
- Revise what an adjective is and read pages 2–3 together. Ask, *What adjectives are used to describe the alpaca's fleece? What other adjectives are on these pages?*

- Continue to page 5. Ask, *Can you explain why the fences on alpaca farms are strong? What makes you say this?*
- Point out the phrase *wobbly legs* on page 7. Ask, *Which of these two words is an adjective? How does knowing the cria's legs are wobbly at first help you to understand what baby alpacas are like?*
- Read to page 10. Ask, *What information that you have read so far might explain why you would put alpaca fleece into quilts? Do you think this would work well?*
- Read page 13 together. Ask, *What do you think an obstacle course is? How do you know? Look up the meaning of obstacle course in the glossary. Ask, What do you know about alpacas that makes you think they might be good at obstacle courses?*
- Continue to page 14. Ask, *Do you think more people farm llamas or alpacas? What makes you say this?*
- Ask students to re-read the text with a partner and find all the adjectives. Allow students to share the words they have found and talk about what the text would be like if these were not included.

Comprehension

- What are three things that are made with alpaca fleece? (*Literal*)
- What might happen if an alpaca was shorn in winter? (*Inferential*)
- How might farmers in other countries find out about alpacas? (*Applied Knowledge*)

Follow-up Activities

- Return to the information about alpacas and llamas on page 14. Draw a Venn diagram and ask students to discuss with a partner what they might put in each section. Invite students to share their ideas and record their thinking in the appropriate sections of the Venn diagram.
- Brainstorm adjectives that the author used to describe alpacas and their wool. Model sketching an alpaca and labelling the drawing with adjective/noun phrases to describe different parts – for example, *pointed ears* and *soft, warm fleece*. Ask students to draw and label their own diagrams, using your model as a guide.
- Discuss the criteria judges might use at an alpaca show. Generate a similar list for criteria that could be used to judge classrooms at your school. Involve students in setting up, promoting and judging a 'best classroom' competition, using the students' criteria to find winners in different categories.

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Date _____

Learning Intentions

- We are learning to think about what we read.
- We are learning to identify how authors add detail to what they write.

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Success Criteria

- I can make inferences about what I have read using clues in the text and my own knowledge.
- I can find adjectives in the book and discuss how they provide more meaning.

• _____

Guided Reading Notes

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