

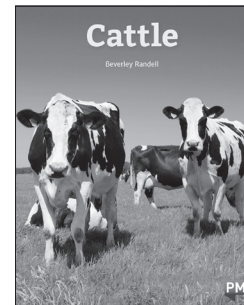
# Cattle

PM Level 20

Purple

**Text Type** Information Report

**Running Words** 546



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of what a farm is and the types of activities commonly undertaken on a farm.
- Students should be familiar with the difference between fiction and non-fiction texts, and the structure of an information report.

### Orientation to the Text

- Cattle are cows and bulls that are farmed for their meat and their milk. Whether they are beef or dairy cattle, all cows and bulls have four stomachs that help them to digest their food.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*countries, During, finished, freely, nearby, pumps, stomachs, twice, world*

#### Content Words

*bacteria, born, bottles, cartons, dairy, easier, factory, hoof, hooves, swallow, tongues, udder, wobbly*

### Decoding

- Stop and ask students to retell what they have just read in their own words at regular intervals. Guide them to re-read and monitor for accuracy if they are not able to retell a section of the text.
- Point out the words *two* and *twice* to students. Ask, *What other words do you know that start with the same two letters and have a meaning that relates to two?*
- Look at the word *stomachs* on page 8 together. Ask, *What is the tricky part of this word? How might you remember it?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you already know about cattle? What extra information does the image give you?*
- Stop at the title page and invite students to explain how to use the table of contents. Ask, *What information does this page give you? Why is it important to make sure you read it?*

- Look at the word *calves* on page 2 together. Explain that it is a plural noun because it refers to more than one. Ask, *What is the base of this word? What changes to make it plural?*
- Point out the word *hoof* on page 3. Ask, *Which word on the page is the plural of this word?* Discuss the similarities between *calf/calves* and *hoof/hooves*.
- Continue to page 9 and look at the diagram together. Ask, *What parts of the cow are labelled? Why do you think the author included this diagram in the book?*
- Discuss what a glossary is with students. Ask, *Which word on page 9 is in the glossary? How do you know?*
- Ask students to read page 12 and see if they notice the caption. Ask, *What are these words under the picture called? What extra information do they give us?*
- Point out the word *countries* on page 14. Ask, *What is the base of this word? What changes were made to the base to make it plural?*
- Read to the end of the text, then go back and find all the glossary words and discuss their meanings.

### Comprehension

- What are dairy cows? (*Literal*)
- Why does a new calf have wobbly legs? (*Inferential*)
- Why is it important for us to have dairy farms? (*Applied Knowledge*)

### Follow-up Activities

- Work with students to create a diagram or flowchart to show the process of dairy farming. Begin from the cow eating and finish with someone buying a carton of milk at the shops. Illustrate and label the diagram.
- Make a list of plural nouns from the text together. Write the base next to each word and group them according to whether or not the base changes when the singular word is made plural. Invite students to make some generalisations about changing nouns from singular to plural and to add other examples to each category.
- Choose another farm animal, e.g. a duck, and ask students to brainstorm some possible chapter headings they would use if they were writing an information report about it. Choose some chapter headings that cover important points about what the animal eats and how it lives. Allocate a chapter heading to different groups of students and support them to write some information about it. Put the chapters together to make a class information report.

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## Learning Intentions

- We are learning to recognise and use the features of information reports.
- We are learning to identify the base of plural nouns.

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## Success Criteria

- I can find and interpret the contents, glossary, image captions and diagrams in the book.
- I can find the base of words such as *calves*, *hooves* and *teeth*.

• \_\_\_\_\_

## Guided Reading Notes

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