

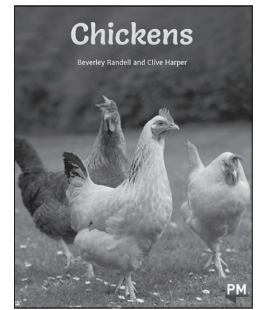
Chickens

PM Level 20

Purple

Text Type Information Report

Running Words 550



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.
- Discuss with students how an information report is structured and the features that they might expect to find in one, including labels and captions.

Orientation to the Text

- While most people know that eggs come from chickens, there is a lot more to learn about these feathered creatures. Find out about what chickens eat, how they spend their time and how mother hens look after their chicks.

Building the Balanced Reader

Vocabulary

Key Vocabulary

chickens, During, feathers, hardly, loudly, sell, soil, tucked, weeds, world

Content Words

comb, crows, female, free-range, grain, lizards, male, order, pecking, perch, speckled, spurs, wattles

Decoding

- Point out the term *free-range* on page 10 to students. Ask, *What is the small line between free and range called? Why is it there?*
- Guide students to re-read when what they have read does not make sense or does not match the text.
- Look at the word *comb* on page 3 together. Ask, *How many letters are in this word? How many sounds? What other words do you know with the same 'mb' spelling pattern?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Introduce the text as an information report and ask, *What sections do you think the author will include in this book?*
- Read page 2 together and point out the word **speckled**. Ask, *What do you think this word means? What information on the page could help you to work this out?* Look up the meaning of the word in the glossary together.

- Find the word **wattles** on page 3. Ask, *What do you think the glossary entry for this word is going to say?* Turn to the glossary and compare the definition with students' predictions.
- Point out the word *loudly* on page 5 and introduce it as an adverb. Ask, *Why do you think the author included this word? How does it enhance our understanding of roosters?*
- Continue to page 7 and look at the word **hatch**. Ask, *What does this word mean? What information on the page helps you to work this out?*
- Invite students to find the adverb on page 9. Ask, *How do you know this word is an adverb? Which verb does it give us more information about?*
- Read page 14 together. Ask, *What do you think a perch is? How did you work this out?* Invite students to suggest other words they could use instead of *perch*.
- Re-read the text together, and find and discuss each of the adverbs.

Comprehension

- What is the red part on the top of a chicken's head called? (*Literal*)
- Why wouldn't the mother hen want the chicks to wander too far away? (*Inferential*)
- Would you want to keep chickens in your backyard? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Discuss with students what it means if eggs are free-range. Invite them to bring in empty egg cartons and check how many chickens per hectare each farm has. Introduce the terms 'cage free' and 'barn laid' and invite students to use their knowledge of chickens to work out what each term means.
- Find a guide for how to draw a chicken, either online or in a book. Read the steps aloud for students to follow. Talk about the different parts of the chicken in the drawings and allow students to add colour. Compare the finished products.
- In pairs, ask students to make a list of the things that chickens need on one side of a piece of paper, using the book and their own knowledge. On the other side, ask students to write what people need. Guide students to compare the two lists and discuss the common needs of living things, such as food and water. You may also need to talk about the difference between wants and needs.

Chickens

Date _____

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Learning Intentions

- We are learning to work out what words mean.
- We are learning to identify how authors add detail to what they write.

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Success Criteria

- I can use what I have read and my own knowledge to predict the meaning of a new word.
- I can find adverbs ending in 'ly' and describe how they add meaning to what I am reading.

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Guided Reading Notes

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