

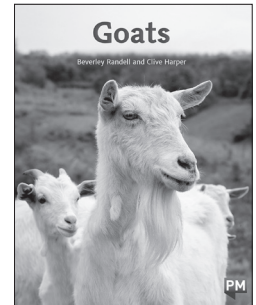
# Goats

PM Level 20

Purple

**Text Type** Information Report

**Running Words** 523



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are many different types of animals around the world, each with their own unique characteristics.
- Students also need to be familiar with the basic structure of an information report and what they would expect to find in each section.

### Orientation to the Text

- Goats are versatile animals that are known for eating everything. Learn about where goats live, how they are farmed and the interesting places they find food.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*clothes, fine, grip, groups, straight, weeds, world*

#### Content Words

*beard, born, curved, deserts, farmland, herds, hooves, shearing, uneven, wattles, yogurt*

### Decoding

- Guide students to think about the bases of words such as *farmers*, and to look for other words with the same base in the text.
- Encourage students to think about what word would make sense when they reach an unknown word. Support them to read through the whole word to check if their prediction matches.
- Look at the word **deserts** on page 10 together. Ask, *What would this word be if there was a double 's' in the middle? How do the two words differ in meaning?*

### 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 goats? What do you think you might learn from this book?*
- Talk with students about how to read non-fiction texts with good expression. Read page 2 to students and ask for their feedback. Ask students to practise reading page 3 out loud to each other.
- Continue to page 5. Explain that summarising involves finding the most important information. Ask, *What do you think is the most important information in this chapter? Why?*

- Read pages 8–10 together. Ask, *Which sentence on these pages summarises what the chapter is about?* Talk about how the most important information often comes first in each chapter of an information report.
- Read about goats on farms on page 11. Ask, *What is the most important idea on this page?* Finish reading the chapter and ask students to give a verbal summary of the information.
- Look at page 12 together. Ask, *What has the author used to help you know where to pause when you are reading? How can this help you to read with good expression?*
- Continue to page 15. Instruct students to think about all that they have read about goats. Ask, *What pieces of information do you think are the most important to know?* Talk about the reasons for students' choices.
- Model reading page 15 without expression, then re-read it with appropriate expression. Ask, *How was the way I read this page the second time different from the way I read the first time? Why is it important to think about using expression when you are reading?*

### Comprehension

- What three products do we get from goat farms? (*Literal*)
- How do you think goats' toes help them to walk on rocky or uneven ground? (*Inferential*)
- What would you need to do to take care of a goat? (*Applied Knowledge*)

### Follow-up Activities

- Re-read the book together and make a list of all the different words for the habitats that goats live in, such as *deserts, mountains* and *farms*. Together, make a collage to show what each environment looks like and display it in the classroom. You may also like to include other animals that live in the same habitats.
- Ask students to write a story about the day a goat came to school. Discuss some of the potential complications they might include in their stories, based on the information that they learned from the text. Hold a story-sharing afternoon with parents when students have finished.

# Goats

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to summarise what we read.
- We are learning to read with expression.

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## Success Criteria

- I can identify the most important information in each chapter.
- I can retell the important information in one or two sentences.
- I can use punctuation and the content of what I am reading to make my voice sound interesting as I read.

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## Guided Reading Notes

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