

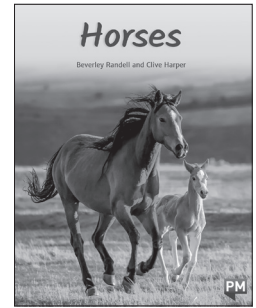
Horses

PM Level 20

Purple

Text Type Information Report

Running Words 557



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a horse is and with some of the ways that people use horses in everyday life.
- 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

- Horses have lived and worked alongside people throughout history, and there are some very specific words used for how they move. Learn about the characteristics of horses and their special relationship with humans.

Building the Balanced Reader

Vocabulary

Key Vocabulary

colour, different, distance, During, exercised, prizes, protect, quickly, socks, trained

Content Words

blaze, canter, chestnut, described, farriers, foal, gallop, graze, grooming, hooves, mare, ploughs, stables, stallion

Decoding

- Talk about the vowel sounds in words such as *head* and *enough*. Encourage students to think of other words with the same letter-sound patterns.
- Draw students' attention to words that they do know to help them read similar words, for example, *care* and *mare*.
- Look at the word *different* on page 6 together. Introduce students to the base 'differ'. Ask, *How might knowing the base help you to recognise and write this word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What questions do you have about horses that you think might be answered in the book?* Make a list of students' wonderings.
- Read pages 2–3 together. Ask, *What questions could you ask about horses that are answered on these pages?*

- Continue to page 6 and read the chapter title *What Horses Eat*. Ask, *What do you want to know about what horses eat?* Read the chapter and check which of the students' questions have been answered.
- Point out the word *faster* on page 10. Ask, *What is the base of this word? How did adding 'er' to the end change the meaning?*
- Find the word *faster* on page 11 together. Ask, *What other word on the page has the same base?* Talk about adding 'est' to the end of a word to make a superlative.
- Ask students to point to the word *easier* on page 14. Ask, *What is the base of this word? What do you know about how adding 'er' can change the meaning of the base?*
- Read page 14 together. Ask, *What questions do you have about horses in the past that were not answered on this page? Where might you find this information?*
- Return to students' list of wonderings from before reading the book. Locate information that answers these questions and make a note of any questions that are still unanswered.

Comprehension

- What colour is a chestnut horse? (*Literal*)
- What do you think a horse learns when it is being trained? (*Inferential*)
- Would you like to own or ride a horse? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Re-read the chapter about how horses move and make a list of the different kinds of movements. Together, write a simple definition of each movement, and then practise what each movement is like by calling out a word such as *canter* and inviting students to canter around the room. You may also like to find a video of horses moving in the different ways.
- Read some other non-fiction or fiction books with students that feature horses in the past. Talk about why horses were important to help with work in the past, and why they are not used as much for work today.
- Return to the list of students' unanswered questions about horses. Support students to conduct some research to find the answers. Present the findings in a fact book about horses.

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Date _____

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Learning Intentions

- We are learning to think as we read.
- We are learning how suffixes change word meanings.

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Success Criteria

- I can ask and answer questions to help me understand the information in the book.
- I can describe how adding 'er' or 'est' changes the meaning of a word such as *fast*.

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Guided Reading Notes

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