

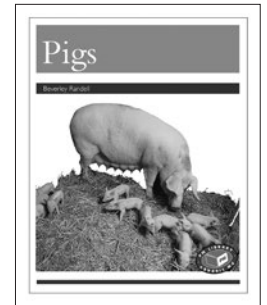
# Pigs

PM Levels 20/21

Purple

**Text Type** Information Report

**Running Words** 405



## Preparing for Guided Reading

### Orientation to the Text

- Have the children read *The Three Little Pigs* (PM level 15).
- Discuss with the children the different purposes of a traditional tale and a factual book.

### Prior Knowledge

- Ask students to suggest headings that might be used to organise information in this text. Allow students with knowledge about pigs to share what they know.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*almost, became, countries, dangerous, months, villages*

#### Content Words

*boars, creep, crushes, electric, female, grain, litters, male, piglets, snouts, sows, sties, stripes, swineherds, trotters, turnips*

### Decoding

- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Predict events and vocabulary in the non-fiction text, based on attention to Contents, photographs and other visual references. Provide support when necessary.

### Focusing on the Story – Guided Reading

- Discuss the cover photograph. Talk about the fact that a mother pig usually has 10 babies in one litter but can have up to 30 babies.
- Invite the children to read the text on pp. 2–3. Make sure they can link the information in the heading with the photographs and the text.
- Ensure that students can pronounce *sow* correctly. Briefly discuss other animals that have litters.
- Discuss why farmers keep pigs. Ask students to identify the three meat products. Assist the children in understanding that there are different cultural attitudes towards the eating of pig meat.

- Look at the photograph of the pig's long snout. Discuss the fact that pigs have a good sense of smell. Explain that the pig is the only animal that has a bone in its nose and therefore can use it for digging.
- Help students to realise that pigs need to be cared for. Discuss how electric fences are used to control pigs.
- Compare the map with a large map of Europe and Asia. Identify and list the countries featured. Discuss the term *swine* and the job of the swineherd in the village.
- Ask students to suggest why wild pigs are dangerous.
- Have students practise using the index to locate information.
- Introduce the conjunction *but* and explain that it can be used to show a contrast in two parts of a sentence, e.g. *Piglets are very small when they are born, but they can run about.*
- Revise plurals for words ending in *-y*, e.g. *country* – *countries*; *sty* – *sties*.

### Comprehension

- What is a male pig called? (*Literal*)
- How many piglets could a sow have each year? (*Inferential*)
- Why could a sow crush her own piglet by lying on it? (*Inferential*)

### Follow-up Activities

- With a partner have students re-read *Pigs*. Using the questions in the shaded panels, invite students to check each other's understanding of the text.
- Select topical words from the text *Pigs* and list them on a chart. Ask students to use the contents and the index to locate the words listed. Have them re-read the appropriate information and then write their own sentence using each word. Encourage students to use their dictionaries.

## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary, and attention to contents, photographs and other visual references.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and attention to contents, photographs and other visual forms.
- \_\_\_\_\_

## Guided Reading Notes

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