

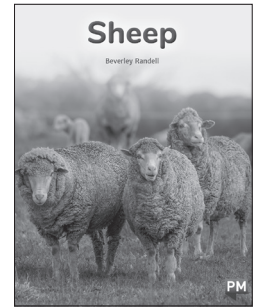
Sheep

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.
- Students should also be familiar with some of the features of information reports, such as the table of contents and glossary.

Orientation to the Text

- Most people know that sheep provide meat, milk and wool to humans. Less well known is the fact that sheep have four stomachs to help them digest grass, and that centuries ago wild sheep lived in some cold places. These useful creatures are important to societies all around the world.

Building the Balanced Reader

Vocabulary

Key Vocabulary

clothes, eaten, groups, important, stomachs, tamed, winter

Content Words

bacteria, chew, curly, ewe, factory, female, fleece, flocks, graze, shearing, shepherds, strands

Decoding

- Point out the 'sh' digraph at the beginning of **sheep**. Ask, *What other words do you know that begin with this letter-sound combination? What words end with it?*
- Remind students to go back and self-correct when what they have read does not make sense.
- Look at the word **ewe** on page 4 together. Ask, *How many sounds are in this word? What letters make the sounds? Compare the word ewe with 'you'.*

Focusing on the Book – Guided Reading

- Before reading, ask, *Where can you find the title of this book?* Discuss what a title is and how it supports the reader to know a bit about the book before reading it.
- Introduce pages 2–3 as the general statement and read them together with students. Ask, *What are the main pieces of information in the general statement?*

- Return to the contents page and ask, *What does the table of contents tell us about what we would expect to find in the description section of the information report?* Read pages 4–5 together and discuss why the author might have chosen to present this information first.
- Continue to page 6. Ask, *Which words on this page has the author used to order the information?*
- Read the chapter *How Sheep Eat Grass* on pages 8–9, and identify the words the author used to sequence the process. Discuss the content of each paragraph and how it is structured.
- Continue to page 13. Ask, *What are the key ideas in the description so far? Where do you often find the most important information?*
- Continue to page 14. Ask, *How many paragraphs are on this page? How has the author organised the information within the paragraphs?*
- Explain that the evaluation summarises the information and adds the author's thoughts about the topic. Read page 15 together and ask, *What is the author's opinion about sheep? How do you know?*

Comprehension

- What does *chewing the cud* mean? (*Literal*)
- Why do you think sheep are shorn at the end of winter? (*Inferential*)
- Why might sheep need horns? (*Applied Knowledge*)

Follow-up Activities

- Together, make a list of all the different materials that clothes can be made out of. Ask each student to bring in one piece of clothing. Read the labels to find out what the clothes are made of. Talk about the difference between natural and human-made fibres, and sort the clothes into the two categories.
- Ask students to find and share one fact that they learned from the text or found interesting. Put students into groups to share what they chose and why.
- In small groups, ask students to write and present a news story about sheep. Encourage them to use their creativity to think about what might have happened to make the news, drawing on the information in the text and any prior knowledge students have or research they have conducted. Hold a news bulletin afternoon to view each of the stories.

Sheep

Date _____

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Learning Intentions

- We are learning to identify the structure of an information report.
- We are learning to understand how information in a text is organised.

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Success Criteria

- I can find and describe the title, general statement, description and evaluation in the book.
- I can identify words that order information, such as *later* and *then*, and use these to help me retell information from the book in the correct order.
- I can identify and describe the content of different paragraphs in the book.

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Guided Reading Notes

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