

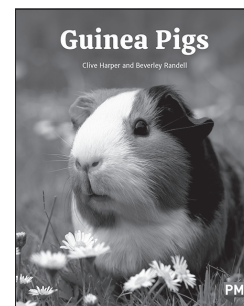
Guinea Pigs

PM Level 15

Orange

Text Type Information Report

Running Words 282



Preparing for Guided Reading

Prior Knowledge

- Talk about students' experiences with pets and what it takes to look after them.
- Ask students to share anything that they already know about guinea pigs and provide some basic information, such as the fact that they are mammals and are often kept as pets.

Orientation to the Text

- Although it may take some work to set up a hutch and provide food for a guinea pig, they are small and easy to look after. This makes a guinea pig a good pet to have.

Building the Balanced Reader

Vocabulary

Key Vocabulary

animals, front, just, kept, must, picked, pink, small, soon, when

Content Words

born, cabbage, carrots, cavy, drink, feed, guinea pigs, hay, hutch, leaves, patted, vegetables

Decoding

- Read the title of the book and discuss the sounds in the words *Guinea Pigs*. Ask, *What letters make the short 'i' sound in guinea? What about in pigs?*
- Support students to identify common digraphs, such as 'th', 'wh' and 'sh', to help them sound out more difficult words.
- Explicitly discuss strategies such as reading on and re-reading to help students to work out unfamiliar words.

Focusing on the Book – Guided Reading

- Look at the front cover of the book. Ask, *What do you already know about guinea pigs from the cover of the book? What else do you think you are going to learn about?*
- Look at the title page and discuss the table of contents. Ask, *What are the words under the Contents heading telling us? What do the numbers mean?*

- Point out the chapter title on page 2 and have students go back and find it in the table of contents to check the page number. Model breaking down some of the words on page 3 such as *black*, *brown* and *pink* into onset and rime, and ask students to suggest other words with the same rime as each word.
- Continue to page 5. Explain how the labels on the diagram work and ensure that students understand it is important to pay attention to what they show.
- Look at the word ***hutch*** on page 8. Ask, *Why is this word in bold?* Find *hutch* in the glossary together and talk about its meaning.
- Continue to page 10. Instruct students to find the two words starting with the 'gr' blend on the page. Ask, *What is the onset of each of these words? What is the rime?*
- Read pages 14–15 together. Ask, *Where is the chapter heading on these pages? How can you tell?*
- Return to the table of contents and practise finding each of the chapter headings in the text.

Comprehension

- What other name are guinea pigs called? (*Literal*)
- Why are guinea pigs good pets? (*Inferential*)
- What might happen if a guinea pig did not have a hutch to live in? (*Applied Knowledge*)

Follow-up Activities

- Model labelling a photo or drawing of a part of your school. Talk with students about which parts of the picture are most important to label and the best places to put the labels. Provide students with a simple picture of another place, such as a park, and ask them to label it.
- Complete a KWL Chart listing what students now 'Know' about guinea pigs and what else they 'Want' to know. Conduct some research together to answer their questions and record what they 'Learned' in the final column of the chart.
- Ask students to use what they have learned about guinea pigs to draw their ideal guinea pig hutch. Encourage them to be creative! Students should label the different features of their design and write a few sentences to describe it.

Guinea Pigs

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Learning Intentions

- We are learning to identify the features of information reports.
- We are learning to break down words to help us read.

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Success Criteria

- I can find and use the table of contents, chapter headings, glossary and image labels in the book.
- I can break down words into onset and rime to help me read them.

• _____

Guided Reading Notes

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