

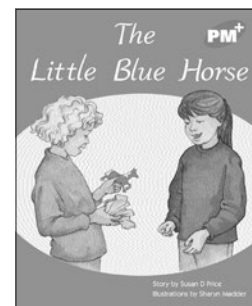
The Little Blue Horse

PM Level 15

Orange

Text Type Narrative

Running Words 311



Preparing for Guided Reading

Orientation to the text

- Discuss occasions when students have broken something. Talk about the processes involved when trying to repair these objects.

Prior knowledge

- Read the title and establish the setting. Recall Abby and Clare's love of horses.
- Clare is troubled when she accidentally breaks Abby's cherished blue china horse. Even though Abby's mum glues its leg on again, the little horse will not stay on its feet.

Building the Balanced Reader

Vocabulary

Key vocabulary

careful, glue, just, soon, would

Content Words

found, kept, money, other, slipped

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the story – guided reading

- Study the illustrations before reading the text. Discuss how delicate the six little china horses would be. Notice how the horses are alike and yet different.
- Search the text to find out how the little horse got broken.
- Talk about both girls' feelings, especially when Mum tried to glue the horse back together.
- Read the name of the shop, 'Nothing New'. Discuss why people bring things to second-hand shops and what can be bought there.

- Observe the excitement shown by Clare's body language.
- Talk about the different emotions the girls experience when the horse breaks and the first solution doesn't work.
- Discuss Clare's desire to buy the horse herself with her own pocket money. Notice Dad's supportive position outside the shop. Enjoy the satisfactory conclusion when Abby unwraps the tissue paper and discovers the little blue horse. Ask students about their
- experiences of breaking something they care about.
- Examine the letter cluster *ould*: *would, could*. Ask students to suggest other words that contain this cluster.
- Identify initial blends in *played, place; broke, broken; slipped; stopped*. Make lists of other words that contain these blends.
- Revise possessive apostrophes: *Abby's best friend, Abby's place, Clare's hand, Abby's mum*.

Comprehension

- What did Clare and Abby always do at Abby's place? (*Literal*)
- Why did Clare start to cry? (*Inferential*)
- How did Abby feel when she got the new horse? (*Inferential*)

Follow-up activities

- Draw pictures of 'Nearly New' shops. Talk about what is sold in them, especially items that children would find attractive. Write students' ideas on a chart. These can be read by students when they share their pictures with others.
- Seat students in a circle. Choose someone to begin retelling the story. Have others in the circle continue the story until everyone has had a turn and the whole story has been retold. Ask students to draw and write about the part they retold. When the stories have been completed, arrange them in sequence to make a wall story.
- Write 'Wanted to buy' advertisements, seeking another little horse for Abby.
- Discuss occasions when students have broken something. Write stories about such occasions. Ask students to check that their finished stories tell when, where, what and how.
- Using plasticine or modelling clay, have students make models of the china horses in the story.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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