

The Toy Farm

PM Level 15

Orange

Text Type Narrative

Running Words 311



Preparing for Guided Reading

Orientation to the Text

- Encourage students to talk about conflict situations that occur between them and other children. List these problems on a chart and ask students to explain how the situations were resolved.

Prior Knowledge

- In this story conflict is resolved to everyone's satisfaction.
- This is also a craft book that gives clear directions for making fences and trees.

Building the Balanced Reader

Vocabulary

Key Vocabulary

before, didn't, ever, farmhouse, needs, small, these

Content Words

animals, mean, playtime, seen, tall, together

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 and attending to print details.

Focusing on the Story – Guided Reading

- Study the book cover and read the title together. Read the author's name and the illustrator's name.
- Look closely at each illustration on pp. 2–5. Remind students of the character of Sarah from *Pepper's Adventure*.
- After reading pp. 6–7, ask students to predict what might happen next.
- Ask students if they think Sarah and Kiran will notice what the boys have done to the farm.

- After reading p. 11, ask students what they think will happen next.
- Ensure students realise the importance of the honesty shown by Jamie and Thomas, their ability to say sorry, the girls' acceptance of this apology, and the pleasure they all gained from working together amicably.
- Discuss broken quotations and draw students' attention to the correct punctuation. Note the second set of speech marks does not begin with a capital letter, e.g. "I have fixed the house," said Thomas, "but do the sheep go here?"
- Revise the use of an apostrophe of possession, noting the placement for singular and plural examples, e.g. *Jamie's head, the girls' farm*.

Comprehension

- What did Sarah and Kiran make first? (*Literal*)
- Why did the girl need to make fences for the farm? (*Inferential*)
- Why did the boys say they'd have to fix the farm before the girls saw it? (*Inferential*)

Follow-up Activities

- Using the illustrations in the book, ask half the students to write a procedural text for making the fences, and the other half to write a procedure for making the trees. Check these instructions by swapping the text with the other group, providing students with appropriate materials and asking them to make the fences and trees. Allow the groups to adjust the instructions if necessary.
- Discuss the importance of staying cool when the weather is hot. Talk about how to care for other pets during the summer.

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Date _____

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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