

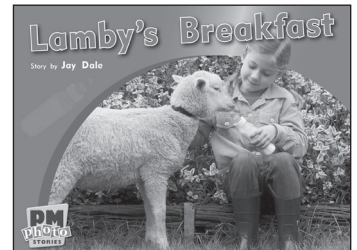
Lamby's Breakfast

PM Level 6

Yellow

Text Type Narrative

Running Words 105



Preparing for Guided Reading

Prior Knowledge

- Talk about unusual pets, including farm animals being adopted as pets.
- Discuss how pet lambs are fed milk from a bottle until they are old enough to eat grass.

Orientation to the Text

- In this story, Erin has prepared a bottle of milk to feed her pet lamb, Lamby. She looks in several places and finally finds Lamby in Mum's garden, about to eat Mum's flowers.

Key Language Structures

- Use of dialogue to express observations and exclamations.
- Use of questions and exclamations to add expression.
- Use of a compound word: *breakfast*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

I, cried, she, where, your

Content Words

Lamby, Erin, breakfast, lamb, shed, bushes, garden

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Lamby and read his name in the title. Ask, *Why do you think Lamby is a good name for a young sheep? What is Lamby having for breakfast?*

- **pp. 2–3** Point out Erin and the milk bottle. Ask, *Do you think Erin expects Lamby to be nearby?*
- **pp. 4–5** Ask, *Where is Erin looking for Lamby? Do you think she is worried about Lamby?*
- **pp. 6–7** Ask, *Do you think Erin thinks she will find Lamby in the shed? Why/Why not?*
- **pp. 8–9** Talk about Erin's efforts to find Lamby in the bushes. Ask, *Do you think the bushes would be a good place for a sheep to hide?*
- **pp. 10–11** Ask, *Do you think Erin is beginning to feel worried about Lamby? Why/Why not?* Encourage students to predict what might happen next.
- **pp. 12–13** Discuss how Erin can now hear Lamby, but cannot see him. Ask, *How do you think Erin feels now that she knows Lamby is nearby?*
- **pp. 14–15** Discuss Erin's reaction to seeing Lamby in the garden. Ask, *What is Lamby about to do to Mum's flowers?*
- **p. 16** Ask, *How do you think Erin feels now that she is able to feed Lamby? What could she do to stop Lamby from going into Mum's garden in future?*

Comprehension

- Why do you think Erin was cross when she saw Lamby in Mum's garden? (*Inferential*)
- Do you think Lamby wanted the milk in the bottle? (p. 16) Why/Why not? (*Inferential*)

Follow-up Activities

- Direct students to find and list the questions in the text. Talk about *Where* and *Are* as entry words to the questions.
- Have students draw a simple picture story about a time when a pet went missing but was found safely.
- Make cardboard sheep, gluing on cotton wool in the right places. Make a sheep pen display on a wall for the students' sheep.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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