

Apples for Tiffy

PM Level 11

Blue

Text Type Narrative

Running Words 169



Preparing for Guided Reading

Prior Knowledge

- Discuss the time of the year – Autumn – when apples are ripe enough to be picked.
- Explain that horses like eating apples.

Orientation to the Text

- In this story, Erin feeds her pony Tiffy an apple. When she is unable to give Tiffy another apple, Tiffy refuses to move. Tiffy is motivated to move by the apples Mum is picking in the distance.

Key Language Structures

- Irregular past tenses: *got, said, went, saw*
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, do, did, getting, laugh, over, saw, smell, sorry, want

Content Words

Tiffy, apples, Erin, basket, crunch, trees, grass

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photo.
- Ask, *Do you think Erin enjoys feeding apples to Tiffy? Is she worried about her fingers being bitten?*
- Ask students how they think Tiffy feels when she notices that all the apples have gone.

- Ask, *Why do you think Tiffy does not want to move? What makes her start moving?*
- Ask, *How do you think Tiffy knows they are going somewhere she might get apples?*
- Ask students how they think Tiffy feels when she sees all the apples on the grass.
- Direct students to observe the way Tiffy is smelling the apple on p. 15. Her nose is twitching and her ears are pricked.
- Ask, *How do you think Tiffy feels to be given apples at the end of the story?*
- Talk about the consonant/vowel/consonant pattern in these words: *can, ran; big, pig; red, bed; got, not; did, hid*. Build on each of these patterns.

Comprehension

- Why do you think Tiffy didn't want to go for a ride? (p. 6) (*Inferential*)
- Why do you think Tiffy looked at all the apples on the grass? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing multiple rhyming words; choosing correct nouns to complete sentences; using provided words to write complete sentences; choosing correct phrases to complete sentences from the story.
- Have students share a time when a pet or a friend's pet refused to do what it was asked. Have them think of gentle ways the pet could be encouraged to do the right thing. Ask students to write a sentence about the problem, and then write a short sentence offering a solution.
- Talk about foods that horses love to eat, including apples and carrots. Then, have students make a list of the foods that are loved by a cat or dog they know. Have them draw the pet enjoying its favourite food.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.
- _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.
- _____

Guided Reading Notes

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