

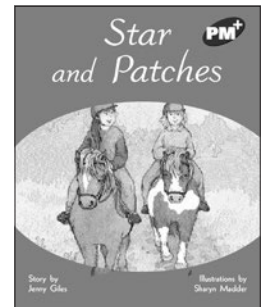
Star and Patches

PM Level 19

Purple

Text Type Narrative

Running Words 440



Preparing for Guided Reading

Orientation to the text

- Re-read *A Tree Horse*, *The Little Blue Horse* (PM level 15) or *The Smallest Horses*. Discuss how excited the girls would be if they got to ride 'real' horses!

Prior knowledge

- Clare and Abby have been met in earlier PM Plus stories. Their love of horses is rewarded when they have their first riding lesson. However, Clare must cope with a disappointment before she is able to enjoy the lesson.

Building the Balanced Reader

Vocabulary

Key vocabulary

against, decide, exciting, happily, learn, really

Content Words

delighted, gently, mouthful, Patches, plodded, ponies, pony, reins, saddle, shape, stradily

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Talk about why the horses were given their names. Invite students who have a knowledge of riding schools to talk about what happens there.
- Discuss the illustrations so that the related vocabulary is introduced in a meaningful way, e.g. *reins, gateway, field and track*. Discuss aspects of the girls' first lesson. Ask, *Why do the girls have to wear riding hats?*
- Talk about how Clare copes with her disappointment. Encourage students to share their own experiences of coping with unexpected events.

- Search the text for what Clare did to get Star moving again. Enjoy the girls' delight with their first riding lesson.
- After reading the story, compare happy and relaxed feelings when things go well, with tense and disappointed feelings when unexpected events hinder or postpone expectations.
- Revise correct use of punctuation, e.g. discuss the use of capital letters, bold print and exclamation marks.
- Revise adverbs that add meaning to the verbs in the text, e.g. *gentle, gently; happy, happily; steady, steadily*.
- Discuss irregular plurals: *pony, ponies; patch, patches*.
- Revise word endings: *mouthful, gateway*.
- Role-play situations at school where the children are required to communicate feelings, e.g. *This is my chair. Please go and get another one*.
- Search the text to find longer sentences where two ideas are joined together. Highlight the joining words, e.g. *and, but, because*.

Comprehension

- What was the name of the horse ridden by each girl? (*Literal*)
- Why were Star and Patches led by one of the owners of the riding school? (*Inferential*)
- Why did Star begin to walk along the track? (*Inferential*)

Follow-up activities

- Write about the purposes of protective headgear, e.g. *riding hats, bike helmets, surfing caps and earmuffs*.
- Discuss the style and type of writing used to recount an event. Write a recount of Clare's first riding lesson from her point of view.
- Create cartoon-strip retells of the story. List the main events in sequence. Talk about the importance of showing facial expressions and body language. Remind students that their comic strips illustrate the important parts of the story.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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