

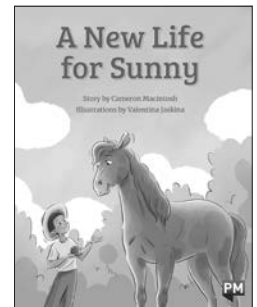
# A New Life for Sunny

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 1175



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about what they already know about horses and how they are cared for. Invite students to share any real-life experiences they have had with horses, and where horses live.
- Ensure students are familiar with the structure of a narrative, particularly what to expect in the orientation, complication and resolution.

### Orientation to the Text

- Evan loves caring for the animals on his farm, so when he sees a sad-looking horse on his way to school, he wants to give it the same care. After a little detective work, and with the help of his parents, Evan manages to find a solution to help Sunny the racehorse and her owner.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

apple, confidently, goats, horse, lonely, nervously, owner, promise, unwanted

#### Content Words

brushing, comfortable, frightened, gentle, groom, loudspeaker, orchard, paddock, racehorse

### Decoding

- With students, talk about the different sounds that 'oo' can make. Ask them to identify the correct sounds as they read words such as *afternoon* and *school*.
- Guide students to look for parts that they recognise in longer words that will help them to decode.
- Look at the word *nervously* together. Ask, *What is the base of this word? How does this help us to read and understand it?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Who do you think Sunny is? Where do you think the story is set? Why?*
- Introduce students to the idea that narratives are usually written in the past tense, and read page 2. Work together to find the past-tense verbs on this page and discuss the base of each.

- Continue to page 5. Ask, *Why do you think Evan kept thinking about the horse? What does it tell us about him?*
- Read to page 9 and point out the word *think*. Ask, *Is this verb in the past or present tense? What would it be if it were in the past tense?* Talk about the fact that dialogue in a narrative is often in present tense.
- Continue to page 14. Ask, *Why do you think Julie didn't suggest that Evan and his family take Sunny to their farm? What makes you say that?*
- Read page 18 together and point out the word *walked*. Ask, *What tells you that this verb is in the past tense? What is the base of walked?*
- Continue to page 21. Ask, *What do you think made Evan and his mum conclude that Sunny enjoyed walking with them?* Encourage students to use both visual and textual cues.
- Find all the verbs ending in 'ed' on pages 23–24 with students. For each, discuss the base and how the base was changed to form the past tense.

### Comprehension

- How did Evan describe Sunny when he first saw her? (*Literal*)
- How do you think the goats felt about Sunny coming to live in their paddock? Why? (*Inferential*)
- What are the most important things to do when caring for a horse? (*Applied Knowledge*)

### Follow-up Activities

- In pairs, ask students to find examples of different ways that the bases of verbs are changed when 'ed' is added to form the past tense – for example, *patted*, *invited* and *laughed*. Collate students' findings and make some generalisations together about forming the past tense using 'ed'.
- Talk about the concept of kindness with students and invite them to share how this was demonstrated in the text. Ask each student to think of something they could do to be kind to someone in the next week and to write down their idea. Have them share their ideas in small groups, then check in after a week to share how they went.
- Review the structure of a narrative with students and ensure they understand what each section requires. Ask students to write a sequel to *A New Life for Sunny* to tell the story of what happens to Sunny next. Allow time for students to share and compare their narratives.

# A New Life for Sunny

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## Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to recognise and form past-tense verbs.

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## Success Criteria

- I can use the text and my own knowledge to explain why characters behave in particular ways.
- I can find past-tense verbs in the story and explain what the base of each is.

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## Guided Reading Notes

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