

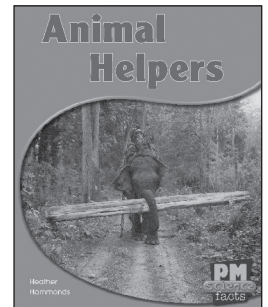
Animal Helpers

PM Level 8/9

Yellow

Text Type Report

Running Words 151



Preparing for Guided Reading

Prior Knowledge

- Discuss how some animals are kept as pets, but that other animals have special jobs to do.

Orientation to the Text

- In this book, the reader learns about animals that are trained to do special tasks to help people. These include guide dogs and police horses.

Key Language Structures

- Use of longer sentences to express more complex ideas, e.g. *This dog helps the farmer to look after the sheep on the farm.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

by, fast, have, help, lots, that, very

Content Words

pet, animal, helpers, dog, walk, see, farmer, sheep, policeman, horse, elephant, logs

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

Fluency and Phrasing

- Model using context and knowledge of letter-sound relationships to decode or predict unknown words.

Focusing on the Book – Guided Reading

- **Cover** Ask, *What do you think the elephant in the photo is doing? Why would this task be difficult for people to do?*
- **pp. 2–3** Discuss with students the idea of a pet as opposed to the idea of an animal helper. Discuss the fact that animal helpers can often be pets too, and that they need similar care and attention to other pets.

- **pp. 4–5** Discuss the fact that the man in the photo cannot see. Talk about some of the training this dog would need to perform this very important function.
- **pp. 6–7** Talk about the dog's role in looking after the sheep, particularly in terms of keeping them together and making sure that none are lost as the farmer moves them around the farm.
- **pp. 8–9** Talk about the size of this dog. Ask, *Why would police need to use big dogs to help them with their work?*
- **pp. 10–11** Discuss why police officers would want to ride horses, e.g. the ability to move quickly; the extra height allowing them to see over large groups of people.
- **pp. 12–13** Talk about the woman walking the horse around for the child. Discuss why new riders need close supervision, and slow walks to begin with.
- **pp. 14–15** Discuss why elephants can carry such heavy logs. Ask, *What sort of work do you think the man on the elephant is doing?*
- Talk about these words: *farm, farmer; help, helper.*

Comprehension

- How does the dog help a person who can't see? (*Literal*)
- Do you think an elephant would be a good helper? Why/Why not? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing correct words to complete the sentence; completing sentences from the book, using pictures as cues; writing correct words to complete sentences from the book; drawing pictures to match text.
- Ask students to think of an animal helper that they have seen themselves. Ask them to draw a picture of what the animal was doing to help a person.
- Talk with students about the importance of good treatment for animal helpers. Have them imagine they were looking after the elephant on page 15. What would they do to make sure it has stays healthy and has a happy life?

Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

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