

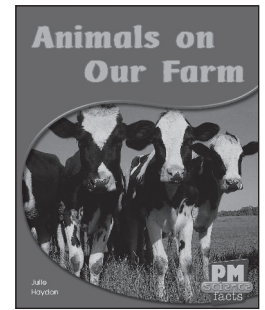
Animals on Our Farm

PM Level 8/9

Yellow

Text Type Report

Running Words 161



Preparing for Guided Reading

Prior Knowledge

- Share experiences about farms to deepen meaning.
- List farm animals and their young.

Orientation to the Text

- In this book, a girl tells the reader all about her family's farm, and the animals that are raised there.

Key Language Structures

- Use of first-person voice to add personal tone.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, eat, have, lay, lots, made, make, of, our

Content Words

farm, animals, sheep, wool, chickens, eggs, breakfast, cows, milk, cheese, dogs, sheep, horses, pets, dog, cat

Decoding

- 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.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Talk about the cows in the photo. Ask students why they think farmers have cows on their farms.
- **pp. 2–3** Ask students predict which animals will appear through the book. Have students infer which building is the girl's house.
- **pp. 4–5** Discuss with students how sheep grow wool on their bodies, and that the wool is removed when it grows long enough. Discuss items that are made from wool, such as the girl's hat.

- **pp. 6–7** Talk about the chickens' yard, and where they sleep at night. Discuss the fact that the chickens lay eggs each day, and the girl enjoys eating them.
- **pp. 8–9** Direct students to look at the cow's udder. Explain that this is where the milk comes from, and that it is produced there as food for calves. Discuss some of the things that milk can be turned into, such as cheese and yoghurt.
- **pp. 10–11** Discuss the role of sheepdogs, and how they help farmers move sheep from place to place. Discuss how horses help farmers travel large distances to care for other animals, and to look after the farm.
- **pp. 12–13** The girl has a pet dog and a pet cat. Ask, *Do you think these animals have a different life to the other animals on the farm?*
- **pp. 14–15** Ask students why they think the girl likes her pets more than the other animals on the farm.
- Direct students to change each onset to make new words: *big, can, hat, play*.

Comprehension

- How do you think dogs help the farmer? (*Inferential*)
- Why do you think the girl likes Digger and Moon best of all? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using pictures as cues to write rhyming words; matching animals with the food or material they produce, then choosing words to complete sentences; using provided words as cues to write sentences from the book, then illustrating; writing correct verbs to complete sentences.
- Have students choose their favourite farm animal and imagine that it is their pet. Have them draw a picture of the pet inside the house. Encourage humorous responses.
- Ask students if they have been to a farm, and if so, what animals they saw there. Have students make a list of the other animals they know can be found on farms.

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