

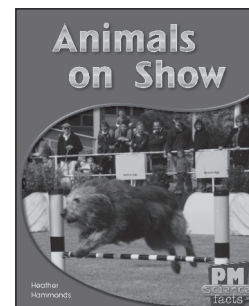
Animals on Show

PM Level 8/9

Yellow

Text Type Report

Running Words 160



Preparing for Guided Reading

Prior Knowledge

- Discuss the title to ensure the meaning of the word 'show' within this context is understood.
- Talk about the colours of the ribbons given to prize-winning animals.

Orientation to the Text

- In this book, the reader learns about animal shows, including some of the judging criteria for these shows, and the preparations needed.

Key Language Structures

- Short, concise sentences.
- Direct addresses to the reader: *Will it win a prize? Look at all the animals.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, first, got, has, have, having, jump, lots, of, our, very

Content Words

dog, ribbon, show, animals, race, tunnel, cats, kitten, horses, chicken, bath, prize

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

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* 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 dog is doing in the photo? Do you think it has done this before?*
- **pp. 2–3** Ask students what they know about dog shows, and why they think Buffy has been given an award at her dog show.
- **pp. 4–5** Talk about the careful way that the dogs are being walked. Discuss with students why it would be important for dogs to be well-behaved and to walk slowly at a dog show.

- **pp. 6–7** Talk about the different obstacles in the photos. Discuss the skills that the dogs would need for each of them.
- **pp. 8–9** Ask students to look at the cats, and to guess why they have won their ribbons.
- **pp. 10–11** Discuss what the horses are doing in the photos. Ask, *What sorts of awards do their owners want these horses to win?*
- **pp. 12–13** Ask students if they think the chicken is enjoying the bath. Ask, *Why would the chicken need to have clean feathers for a show?*
- **pp. 14–15** Talk about the three animals in the photos, and have students name them if possible. Have students think of other animals that they have seen in shows like these.
- Direct students to find the words *has, have* and *having* in the text. Introduced the word *had* within a similar context.

Comprehension

- Why do you think the little kitten got a blue ribbon? (*Inferential*)
- Why was the chicken having a bath? (*Literal*)

Follow-up Activities

- Direct students to complete the BLM activities: sorting nouns into singular or plural; choosing correct words to complete sentences from the book, then illustrating; writing correct verb forms to complete sentences, then illustrating; writing correct colours to complete sentences from the book, then illustrating.
- Have students imagine that their own pet, or a friend's pet, is going to be put on show. Ask students to draw a picture of the pet, pampered and preened for the show.
- Have students choose one of the animals in the book and write a little character profile of it. Have them draw the animal and think of a name for it, and include its favourite foods and activities.

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