

The Children's Farm

PM Levels 8/9

Yellow

Text Type Recount

Running Words 138



Preparing for Guided Reading

Orientation to the Text

- A class of students visit a farm where they participate in activities such as feeding and patting the animals, before having a picnic.

Prior Knowledge

- Students should have an understanding of common farming activities, such as milking and feeding animals.

Key Language Structures

- Prepositional phrases are used to add detail to sentences – *to a children's farm; at the gate; in a barn.*
- Adverbs of time are used to order the events in the text – *first, after.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

came, gave, had, him, in, On, One, our, saw, some, the, to, us, went

Content Words

apples, barn, carrots, children's, donkeys, ducks, farmer, goats, horses, milked, picnic, sheep, teacher

Decoding

- Compare the words *farm* and *farmer* as students read. Ask students what other words they can make with the base word *farm*.
- Encourage students to move their fingers beneath words as they read to make sure they read the whole word, especially for plurals, such as *donkeys* and *carrots*.

Fluency and Phrasing

- Model reading sentences that break across lines to demonstrate what fluent reading sounds like.

Focusing on the Book – Guided Reading

- Look carefully at the cover photograph and read the title of the book. Ask students for their thoughts about what a children's farm is.
- Read page 2. Point out the comma and the apostrophe on this page. Ask, *What is each of these called? How are they different?*

- Continue to page 4. Talk about how the label *9 o'clock* and the word *First* help the reader to know when the children fed the sheep in the recount.
- Read pages 10–11 together. Ask students to find the word that shows in which order the events took place.
- Read pages 12–13. Ask students to find the comma. Ask, *Why did the author put the comma there?*
- Look at page 14 together. Point out the time label and discuss why *o'clock* has an apostrophe. Ask students to look back through the book to check if the other time labels have apostrophes.
- Read to the end of the story. Return to students' definitions of a children's farm from before they read the book, and discuss how their understanding of what a children's farm is has changed.

Comprehension

- On what day did the children visit the farm? (*Literal*)
- Why do you think the farmer fed the sheep and not the children? (*Inferential*)
- Why do you think the farmer helped the little boy milk the cow? (*Inferential*)

Follow-up Activities

- Write out the times from 9 o'clock to 3 o'clock and keep track of what you are doing as a class at each hour of the school day. Allocate each time to a small group of students and ask them to write one or two sentences about what happened at that time and to draw a picture. Display their completed work as a visual recount of the day.
- Write a recount of a shared class experience together using adjectives of time, such as *First*, *Then* and *After*. Cut the finished piece up into sentences and ask students to use the time cues to help them put the recount back into the correct order. Experiment with what the recount sounds like if the sentences are out of order.
- Ask students to draw a picture of their favourite farm animal and cut it out. Make a simple farm background for students to arrange their pictures on to form a collage. Discuss the different places on the farm, such as a barn and a paddock, and talk about the activities that take place in each area. Then play a game of 'I Spy' to consolidate students' understanding of the vocabulary.
- Go on an 'excursion' around the school with students. Take photos or videos to document their trip and encourage students to use their creativity in describing the experience.

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Learning Intentions

- We are learning to sequence events.
- We are learning to identify common punctuation.

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Success Criteria

- I can retell the main events from the story in order.
- I can use the time labels in the text to identify the order of events.
- I can find commas and apostrophes in the text and explain what they are for.

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Guided Reading Notes

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