

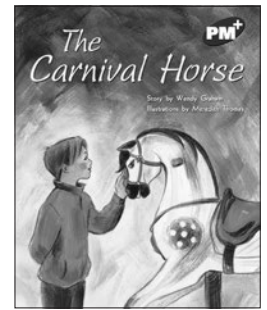
The Carnival Horse

PM Level 20

Purple

Text Type Narrative

Running Words 499



Preparing for Guided Reading

Orientation to the text

- Encourage students who have visited second-hand shops to talk about their experiences. List the types of items that might be offered for sale.

Prior knowledge

- Tommy is fond of an old wooden horse that once belonged to a merry-go-round. It is now the property of a second-hand shop owner. Tommy becomes upset when the owner wants to send the old horse to the dump.

Building the Balanced Reader

Vocabulary

Key vocabulary

answered, fine, gasped, noticed

Content Words

brushed, carnival, cracked, dump, junk, mane, merry-go-round, ragged, rubbed, shone, terrible, wobbled

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Recall Tommy from earlier **PM Plus** books. Ask, *What is a carnival?*
- Identify the events leading up to Bravo's present position inside Mr Turner's shop. Study the illustrations. Notice that Bravo's eyes look *sad and grey*. Ask, *Why do you think Tommy finds Bravo beautiful?*
- Ask, *Why did the older boys call Bravo an old bit of junk?* Discuss what *wobbled on his stand* means. Predict what might happen next.
- Observe Tommy's panicky response at the thought of Bravo being sent to the dump! Talk about why the horse's sad grey eyes seem to be staring at Tommy.

- Search the text for the four things that Tommy did to change Bravo's appearance.
- Revise past tense verbs, e.g. *think, thought; stand, stood*.
- Discuss strategies for decoding new words such as *break, broken; exciting, excitement*.
- Revise word beginnings and encourage students to scan across the entire word: *against, around, alone*.
- Clap the syllables in: *car/ni/val, ter/ri/ble, beau/ti/ful*.
- Search the text for examples of two adjectives to describe a noun, e.g. *cracked and dirty, thin and ragged, sad and grey*.
- Discuss different meanings of the word *stand*, i.e. *Bravo was put on a stand (noun) near the doorway and Bravo could not stand (verb) up*.

Comprehension

- Where was Bravo before he came to Mr Turner's shop? (*Literal*)
- Why did all the children want to ride Bravo? (*Inferential*)
- Why had Bravo's eyes changed from grey to blue? (*Inferential*)

Follow-up activities

- Discuss the saying, *Someone's junk might be someone else's treasure*. Make a chart about old collectible items that people treasure, e.g. vintage cars, used stamps.
- Draw a pictorial time line illustrating Bravo's appearance from a merry-go-round horse to being cared for by Tommy.
- Have students imagine they are Tommy. Encourage them to write letters to friends or family members describing Bravo. Ask them to write about feelings of affection, indignation, distress and finally pleasure as they explain what happened to Bravo.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, and use various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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