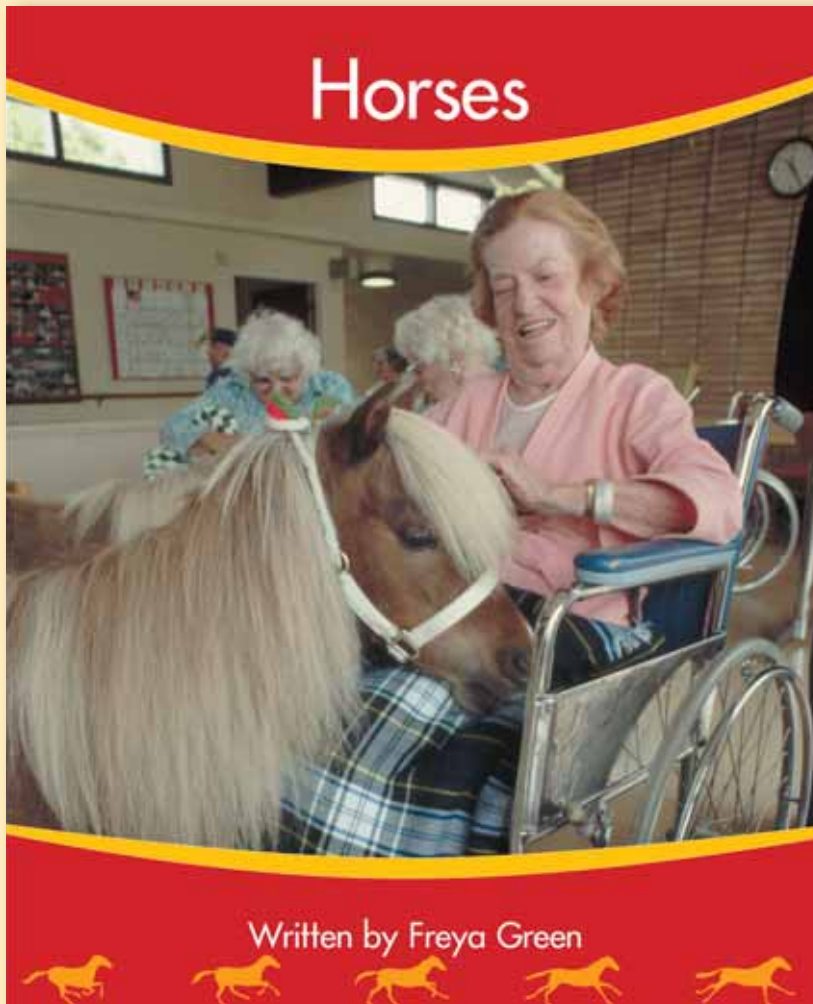




# Level 17

## Book h



Level	17
Word Count	418
Text Type	Factual description
High-Frequency	
Word/s Introduced	



MACMILLAN

Special Guests

Questions About  
Koalas

Casey's Art Project

A Builder's Day

The Best  
Blackberries

Sounds All Around

Maras Clouds

Horses

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Read the title and the name of the author of the book and then discuss the photo. Ask students to describe the horse and where it is. Have students talk about their experiences with horses.

Introduce and explain the *KWL* chart to students. Ask students for information they already know about horses and write their responses under the *K* heading.

Ask students what they would like to find out about horses, and write their questions under the *W* heading.

Read the glossary together with students, to assist with unknown words and word meanings they will encounter while reading the text independently. Discuss unfamiliar concepts, with reference to photos in the book.

Read the index and locate the vocabulary on the pages referred to.

## DURING READING

Ask students to read the contents page. Model how to use the table of contents to find information to answer their questions.

Read the introduction on page 2, together. Return to the contents page.

Explain the reading task to students. They are to read the book to answer their questions on horses, and to find out any further information.

Decide on a question and link it to an entry in the contents, e.g. What Horses Eat. Turn to page 12. Discuss the photo and read the caption. Have students read page 12 independently, and be prepared to give information facts from the key question.

Return to the contents page. Some students will now be able to read for information from the key questions independently. You may want to keep some students with you so that you can guide them from the key questions on the *KWL* chart through the contents page to focusing on reading.

Monitor the reading, providing guidance if necessary.

## AFTER READING

Ask students if they found answers to their questions. Add their responses under the *L* heading of the *KWL* chart. Discuss with students the answers to the questions.

Ask students if they found some information hard to find. How did the photos, captions, colours chart, index, and glossary help?

Have students work in pairs to reread alternate pages.

**Developing Specific Skills**

Factual description – reading for information

Reading and interpreting a table – *The Colours of Horses* (page 9)

Possessive apostrophe – singular/plural – horses' (page 4), horse's (page 10)

Vocabulary – subject-related – horses, mane, cantering, etc

Plural – *f* changes to *v* and add *es* – hoof/hooves (page 4)

What is the purpose of this text?

What sort of text is this?

How can you find information in this text?

## MEANING MAKER

Have students play a quiz game using *The Colours of Horses* table on page 9, as a group or in pairs.

Ask students to use the information on page 10 to work out the height of an average horse in centimetres.

Ask students to draw a horse and label the mane, hooves, back legs, front legs, teeth, and tail.

Ask students to debate whether training horses to perform in circuses should be in the book. Why or why not?

## TEXT CRITIC

What knowledge does the reader need to have to read a book like this?

What is the subject matter?

Was the book well organised and written for the reader to find the information they wanted?

# 17h Horses

Name \_\_\_\_\_

## 1. Add the possessive apostrophes – singular and plural.

Horses bodies are covered with hair.

The hair is called the horses coat.

Palominos bodies are cream.

The swimmers pool is in the city.

The boys bag is outside.

## 2. Make these words plural

hoof \_\_\_\_\_

life \_\_\_\_\_

shelf \_\_\_\_\_

wolf \_\_\_\_\_

wife \_\_\_\_\_

knife \_\_\_\_\_

# 17h Horses

Name \_\_\_\_\_

## Mind Map

Write about horses in the mind map below.

Eats	Looks Like
<b>Horses</b>	
Moves	Jobs

# 17h Horses

Name \_\_\_\_\_

1. Write these words in order from slow to fast.

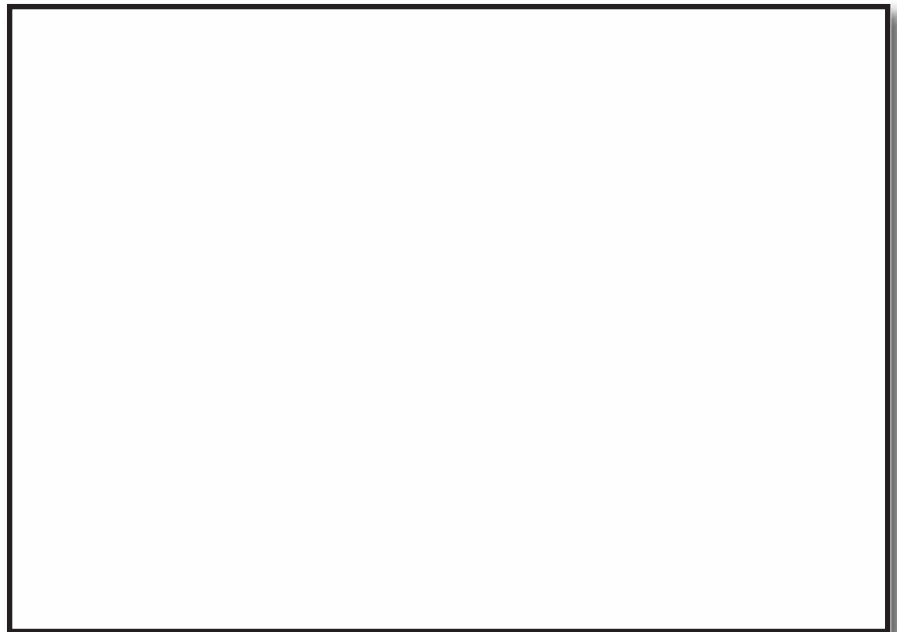
gallop

walk

canter

trot

2. Draw a horse and rider jumping high over a jump.



3. Write these words in the spaces.

two

to

too

Horses use their legs to kick, \_\_\_\_\_.

Horses have four hooves and \_\_\_\_\_ ears.

Circus people can train horses \_\_\_\_\_ do tricks.