

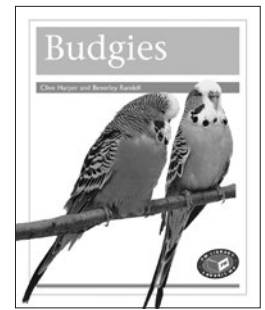
# Budgies

PM Level 16

Orange

**Text Type** Information Report

**Running Words** 347



## Preparing for Guided Reading

### Orientation to the Text

- Ask students to predict some of the chapter headings in this text. Will the text have photographs, illustrations or both?
- Discuss the differences between birds that are kept in cages and those that live in the wild.

### Prior Knowledge

- Encourage the children to talk about different types of birds. What do they all have in common? How are they different?
- Ask students who have pet birds to explain that they need to do to look after them.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*necks, feathers, grow, talk*

#### Content Words

*bare, birdseed, dandelion, finger, hear, patch, seeds, warm, wild*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

### Focusing on the Story – Guided Reading

- Discuss the title and cover page photograph.
- Turn to the title page and talk about the list of contents and the corresponding page numbers. Read each chapter heading with students.
- Read the linear question of the bottom of the page. Encourage the children to find the answer within the text of this double page. Turn to the next page and confirm the answer which is on the corresponding colour band at the bottom of the page.

- Discuss the reason for the alphabetical index on the inside back cover of the book. Demonstrate how to use the index, then observe and assist the children as they experiment with the new skill.
- Note the use of the possessive apostrophe, e.g. *budgies' beaks*, *budgies' food*. Discuss the apostrophe after the s in plural examples.

### Comprehension

- What colour are wild budgies? (*Literal*)
- Are budgies' beaks blunt or sharp? (*Inferential*)
- Why do budgies make good pets? (*Inferential*)

### Follow-up Activities

- Give students a selection of poems about birds. Have students paste the poems into small books. Show them how to number the pages and create a contents page. Have them illustrate the poems and share their books with the rest of the class.
- Show the children how to write an acrostic poem about budgies. Ask the children to write the word *budgie* on a piece of paper. They then think of words to describe a budgie which begin with each letter of the word. Share the poems with the class.
- Prepare individual booklets with unfinished sentences about budgies for students to complete. Use paper cut in the shape of a bird cage. Number the pages and include a contents page.
- Give the children 'budgie-shaped' paper. Ask them to write facts about budgies on it. Display by hanging the bird facts from an old branch with nylon.
- Look at the budgies' beaks on p. 6 and p. 10 of *Budgies*. Talk about the shape, size and use of beaks, e.g. opening seeds, eating, climbing etc. Students could research the beaks of other birds by looking at books in the class or school library.
- Talk with students about budgies' eggs and the eggs of other birds. Discuss the fact that not only birds lay eggs. Challenge students to discover other animals which also lay eggs, e.g. crocodiles, fish, lizards.

# Budgies

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.
- \_\_\_\_\_

## Guided Reading Notes

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