

# Swoop!

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 344



## Preparing for Guided Reading

### Orientation to the text

- Re-read *The Nest on the Beach* (PM level 14). Discuss the agitation the bird experiences when its nesting environment is threatened. Explain that the new story is also about a bird that becomes angry when it fears for its young.

### Prior knowledge

- Alex is fearful of a magpie that swooped down upon her one morning on her way to school. Children who have had similar unpleasant experiences will identify with her fear.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*afternoon, helmet, something, sometimes, tomorrow*

#### Content Words

*carefully, felt, middle, missed, monster, near, swoop, swooped*

### 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

- Read the title of the story and study the cover illustration. Discuss the meaning of the word *swoop*, i.e. to come down with a rush.
- Explain that a magpie is a fierce bird, especially in the breeding season when it sometimes attacks people who might be too close to its nesting tree. Observe Alex's and Dad's body language.
- Talk about Alex's reluctance to go through the park again. Search the text to find out how the problem was solved for this day.

- Study the illustrations. Discuss Mum's suggestion for frightening the magpie. Talk about why she called it a *trick*. Discuss the meaning of the word *trick* in this context. Remind students of a bike helmet's solid construction.
- Discuss magpie behaviour and why the magpie swooped down on Alex and her dad.
- Discuss Alex's positive attitude now that she is wearing the helmet. Enjoy the humour of what happens to Dad, and Alex's delight that the scary hat tricked the magpie.
- Discuss suffixes used to build on root words, e.g. *scare, scared, scary*.
- Read compound words, e.g. *sometimes, something* and encourage students to break these longer words into two smaller words.
- Revise verb endings, e.g. *stop, stopped, stopping* and correct spelling of the new words.
- Revise the use of bold print and capitals letters for extra effect, e.g. **SWOOP!**

### Comprehension

- What was the magpie trying to do? (*Literal*)
- What trick did Alex's mum help her play on the magpie? (*Inferential*)
- Why did Alex feel brave the next morning? (*Inferential*)

### Follow-up activities

- Provide black and white paint, brushes, light card, scissors, and tape. Study the illustrations. Have students make scary hats using their own bike helmets.
- There may be some students who have had frightening experiences with animals or birds. Encourage them to talk and write about these experiences.
- Provide card and other scrap materials for students to make a monster mask with big eyes!
- List interesting words that describe the movement of things that fly, e.g. *dive, plunge, soar, glide, float, flee, attack, charge, defend*, etc. Help students to write and illustrate sentences that contain these words.
- Go birdwatching in the school grounds or in a park. Discuss the features and habits of the birds. Make a group picture about the experience. Ask students to write captions.

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Date \_\_\_\_\_

## 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.

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## 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.

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## Guided Reading Notes

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