

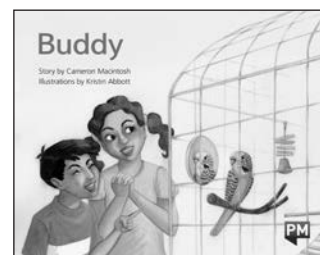
# Buddy

PM Level 14

Green

**Text Type** Narrative

**Running Words** 251



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of keeping birds as pets and the equipment and care that is required.

### Orientation to the Text

- Luca and Holly are looking after Buddy the budgie. When Luca forgets to close the front door, Buddy escapes and flies up to a plant on a balcony. Holly and Luca must find a way to tempt Buddy down.

### Key Language Structures

- Longer complex and compound sentences with conjunctions are increasingly used. *Buddy was still on the plant when they got downstairs. He ran inside and came back with a mirror.*
- Commas are used for a variety of purposes, including after introductory time phrases and in direct speech. *The next morning, Luca went outside to get his football.*

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*care, catch, didn't, himself, Maybe, Their, were, What, when*

Content Words

*balcony, budgie, cage, mirror, rescue*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *balcony*. Ask, *How many syllables does it have? Say each syllable as you read it.*
- Look at p. 10 together. Ask students to find all the words with the 'ow' sound as in *cow*. Ask, *Is the sound made by the same letters in each word?*

### Fluency and Phrasing

- Look at the roles of the commas on p. 6 together. Discuss how the commas guide phrasing in reading and practise reading the text together.
- Talk about how Luca might be feeling on p. 6. Practise showing this through expression.

## Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to suggest who Buddy is and what we already know about him.
- Read p. 2. Ask, *When have you had to look after an animal? What did you need to do?*
- Ask students to read to p. 6 and look at the picture on p. 7 together. Ask, *What do you think will happen next? Where might Buddy go?*
- Ask students to read to p. 10. Ask, *What does the word 'rescue' mean? Tell me about a time when you have had to rescue something or you have been rescued.*
- Read to the end of the text. Ask students to find cues that would help them with expression when reading p. 16. Practise reading it together.
- Look back through the text at the illustrations. Ask, *What was the setting of the story? Why was the setting important?*

## Comprehension

- Why didn't Buddy fly down when Holly offered him an apple and some nuts? (*Literal*)
- What do you think Buddy flew away? (*Inferential*)
- What would you have done to help catch Buddy if you were there? (*Inferential*)

## Follow-up Activities

- Discuss the equipment that is needed to take care of Buddy. Ask students to design and label a new cage for Buddy incorporating things that he needs and some things he might like.
- Model writing a procedure about how to care for a bird with students. In pairs or individually, ask students to write and illustrate their own procedure to describe how to care for another animal.
- Ask students to think about the story from Buddy's perspective. As an oral activity, invite students to describe what Buddy might be thinking or feeling at each stage of the story.

## Learning Intentions

- We are learning to make connections with a text.
- We are learning to read with expression.

• \_\_\_\_\_

## Success Criteria

- I can relate an event in the text to my own life.
- I can change my voice according to what is happening in the story.

• \_\_\_\_\_

## Guided Reading Notes

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