

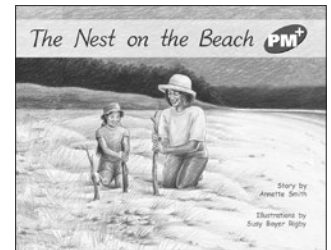
# The Nest on the Beach

PM Level 14

Green

**Text Type** Narrative

**Running Words** 243



## Preparing for Guided Reading

### Orientation to the Text

- Show pictures of oyster catcher sea birds which belong to the pied stilt family. The nesting habits described in this text are common for members of this family.

### Prior Knowledge

- The accurately presented setting of this narrative gives reason for the agitation experienced by a sea bird when its nesting environment is threatened. Understanding the effect of setting is an essential feature of narrative texts.

### Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *“If we put a fence round the nest, the eggs will be safe,” said Gran.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*maybe, save*

#### Content Words

*around, hidden, moved, smiled, spots, started, trying*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

### Focusing on the Book – Guided Reading

- Read the title and discuss the illustration. Identify Meg and Gran from previous **PM Plus** stories.

- Talk about why the bird thought Meg and Gran were a threat.
- Discuss what body language signals were given by the bird.
- Identify how the bird tried to draw Meg and Gran away from the nesting area.
- Explain how the colour of the eggs helped to camouflage them.
- Discuss how the barrier protected the nest, i.e. it was wide enough out from the nest not to intimidate the bird.
- Talk about the setting and the habitat of the bird. Point out that Meg and her grandmother’s actions show they were respecting the native environment.
- Revise the use possessive apostrophes, e.g. *bird’s nest*.
- List words that rhyme with: *dry, sand, back, beach, nest, still*. Discuss the letter clusters common to each list of words.
- Revise other adverbs that begin like *across*.

### Comprehension

- What was the bird doing when Meg and Gran went for a walk on the beach? (*Literal*)
- Why did the bird want to make Meg and Gran go away? (*Inferential*)
- How did the children and Gran help save the nest and the eggs? (*Inferential*)

### Follow-up Activities

- Discuss the sequence of events featured in the story. List them on a chart. Have students write about and draw these. Display the writing as a wall story. Encourage students to record the dialogue in speech bubbles.
- Encourage students to talk about they could help protect bird life in their own community. Write these ideas on a poster and invite students to add illustrations.
- Talk about the actions taken by different animals to protect their young.
- Discuss the body language of the sea bird. Look closely at the illustrations of it in the book. Ask students to complete a pencil drawing of the bird.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

## Guided Reading Notes

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