

Making a bird

PM Level 1

Magenta

Text Type Procedure

Running Words 32



Preparing for Guided Reading

Orientation to the Text

- Show students a completed model of the bird. Discuss the model with students and allow them to explore it. Write the parts of the bird on the sample model, to assist students with decoding the interest words.

Prior Knowledge

- This book describes how to make a cardboard model of a bird, using folding, cutting and drawing skills. The text is supported by vignettes and photographs.

Key Language Structures

- This is an early procedural text.

Building the Balanced Reader

Concepts About Print

- Help students to understand that a procedure is completed in sequenced stages.
- Develop oral language skills by having students verbalise the procedure.
- Discuss the use of labels as an aid to decoding interest words.

Vocabulary

Key High-frequency Words

Here/here, is, the, goes

Content Words

wing, eye, beak, tail, bird

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *Here* and *is*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar, repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Talk about the word *Making*. Relate it to the actions in the main photograph and also the vignettes. Read the title page and talk about the labels linked to the vignette.
- **Pages 2–3** Read the text with students. Study the shape of the folded circle which forms the body of the bird. Assist students to focus on the drawing, together with the sound of the initial letter, to decode the word *wing*.
- **Pages 4–5** Discuss the eye shape and the method of cutting it from the card.
- **Pages 6–7** Note the change in the text pattern – link with the previous page.
- **Pages 8–15** Assist students to read the text and to make links with the photographs.
- **Page 16** Show how the bird will rock backwards and forwards when it is tapped at either end. Recall the sequence of steps needed to construct the bird.

Comprehension

- What do you need to make the bird's wing? (*Literal*)
- What materials and equipment does the boy use to make the bird? (*Inferential*)
- Why do you think the boy is touching the bird on the last page? (*Inferential*)

Follow-up Activities

- Re-read the text with students. Discuss each stage of the procedure. Make a class chart with drawings of the bird's body parts. Add matching labels. Provide each child with the necessary materials to make the bird. Offer assistance with the procedure.
- Use this bird model as a base for making different sorts of birds by varying the size, adding small coloured feathers, etc.

Making a bird

Date _____

PM Level 1

Magenta

Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

• _____

Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

• _____

Guided Reading Notes

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