

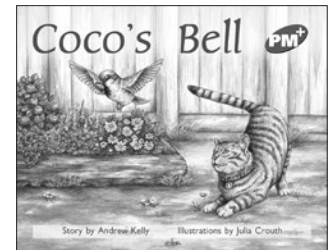
Coco's Bell

PM Level 13

Green

Text Type Narrative

Running Words 218



Preparing for Guided Reading

Orientation to the Text

- Re-read *Pussy and the Birds* (PM level 4). Invite students to talk about their own negative experiences with cats. Explain that cats are meat eaters (carnivorous).

Prior Knowledge

- Rosie becomes distressed when a sparrow dies after Coco, her cat, traps it with his paws. Being aware that cats are meat eaters and hunters makes the meaning easier to understand.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *outside, in his paws, on the grass, The next morning*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

catch, more, paws

Content Words

dead, showed

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title together. Talk about why a cat might wear a bell.
- Discuss the illustration before reading the text. Examine Rosie's expression. How is she feeling?
- Read the text with expression. Talk about what Rosie could do to care for the hurt bird.
- Observe how gently Rosie and her dad care for the injured bird.
- Allow students time to talk about the dead bird. Recall why cats need to spend time outdoors.
- Have students search the text for Dad's solution to the problem. Discuss other occasions when a bell 'rings a warning'.
- Revise the pronouns *he, him; she, her*.
- Observe irregular verb forms: *ring, rang; fly, flew*.
- Recall other words that begin with: *br – broken, st – stayed, gr – grass*.
- Discuss the sound *ow* makes in: *window, showed*.

Comprehension

- What did Rosie see when she looked out the window? (*Literal*)
- Why did Rosie want to stop Coco from catching more birds? (*Inferential*)
- Why did Rosie and her dad put a bell on Coco? (*Inferential*)

Follow-up Activities

- Discuss the 'naughty' things that cats sometimes do. Make a list of students' ideas. Have them write about their ideas. Paste the writing onto large cards to form a concertina floor story.
- Re-read a selection of **PM Plus** and **PM Library** books that feature cats. Invite students to rewrite their favourite stories in their own words.
- Talk about the reason for Coco's bell, i.e. it is a warning device. Make a poster about other warning devices.
- Have students make pencil sketches of a cat about to pounce on its unsuspecting prey. Use descriptive vocabulary, e.g. *legs bent, crouching low*, etc. to describe the cat's actions.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

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