

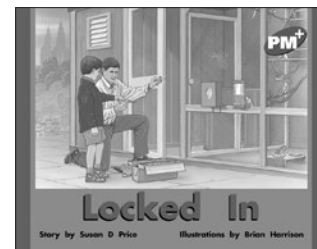
Locked In

PM Level 13

Green

Text Type Narrative

Running Words 231



Preparing for Guided Reading

Orientation to the Text

- Read *Budgies* (PM level 16) to students. Discuss how to care for budgies. Encourage students to talk about their own experiences.

Prior Knowledge

- Dad puts a lock on the door of the budgies' cage so no one can take the budgies away. The humorous context of this story is supported by detailed illustrations to help young readers access meaning effectively.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *away, In the back garden, with the key, on the outside of the cage.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

right, start, started, were

Content Words

blew, budgies, lock, locked, stuck

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

- Introduce the new characters. The budgies are family pets. Observe the walk-in aviary with a large outer door. Explain that budgies cannot live without a built shelter in cold climates.
- Discuss how Adam and his family provide quality care for their budgies.
- Talk about the purpose of locks. Point out that keys are now required to open the cage.
- Notice that Dad has his hands full and that the keys are still in the lock. Have students read to find out how the door shut. Recall why Dad cannot open the door!
- Discuss the humorous ending.
- Revise recognition of colour names, e.g. *blue, yellow, green, white.*
- Discuss *ck* ending: *back, stuck, lock.*
- Revise intonation as an expression of meaning. Practise examples from the text.
- Compare the meanings and spellings of the homonyms *blew* and *blue.*

Comprehension

- Where were the budgies kept? (*Literal*)
- How did Adam's dad get stuck in the cage? (*Inferential*)
- Why did Adam say it was a very good lock in the end? (*Inferential*)

Follow-up Activities

- Talk about what happened at the beginning, the middle and the end of the story. Provide students with long strips of paper and have them fold these into three. Ask students to write about the story, sequencing the events into three parts.
- Discuss the detailed illustrations in the story. Provide pastels or small crayons for students to make pictures of their favourite illustrations. Display the pictures with appropriate captions.
- Recall the climax of the story. Talk about funny situations that students have experienced. Have them write and draw about these. Collect the stories and make them into a concertina booklet.

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.
- _____

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.
- _____

Guided Reading Notes

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