

More! More! More!

PM Level 13

Green

Text Type Narrative

Running Words 216



Preparing for Guided Reading

Orientation to the Text

- Read the title. Discuss the cover and title page illustrations. Invite students to share what they already know about pelicans. Inform them that although the book is written as a story, the information is factual.

Prior Knowledge

- This story about how pelican parents meet the demands placed upon them by their very hungry chicks is supported by factual content.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *up, away, to a lake, in the water, around the fish.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

catch, more, ready, right, them, under, were

Content Words

find, heavy, lake, pelicans, ring, take-off, weeks

Decoding

- 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

- Study the illustrations. Notice that the pelicans herd the shoal of fish into shallow water and then form a ring around the fish. Invite students to give reasons why the 'ring' is open on the side

nearest the shore. Ensure students understand what the pelicans must do before attempting to fly again.

- Discuss the resolution on page 16 and note the meaning of the words *At last!*
- Explore different meanings for the word *ring*: a ring around the fish; a ring on someone's finger; a key ring; to ring someone on the telephone.
- Find words in the story that begin with the digraph *th*.
- Locate the digraph *ch* in initial or final positions, e.g. *chicks, catch*. List other words that begin or end with *ch*, e.g. *chair, cheese, children*.
- Locate the blend *st* at the end of *last*. Emphasise the skill of scanning across words. Ask students to name other words with the same final sound and spelling pattern, e.g. *best, first*.
- Identify the sound made by *ew* in *flew*.
- Locate words that begin with the prefix *be-* or the prefix *a-*. Ask students to name other words that begin with these prefixes.
- Talk about words that are the same when singular and plural, e.g. *fish, sheep*.
- Ask students to locate dialogue and read it with expression.

Comprehension

- How do pelicans catch fish? (*Literal*)
- What happened to the fish when Mother Pelican put her head up? (*Literal*)
- Why did Mother Pelican have to run for a long time before take-off? (*Literal*)
- Why was it important for Mother Pelican to return with some fish? (*Inferential*)
- When did Father Pelican fly off to the lake? (*Inferential*)
- Why does the story end with the words *At last!*? (*Inferential*)

Follow-up Activities

- Locate information about pelicans in the book. Ask for students' assistance to make a picture dictionary of words related to facts about pelicans.

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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