

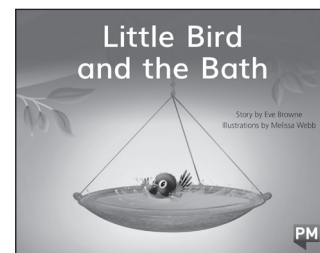
Little Bird and the Bath

PM Level 3

Red

Text Type Narrative

Running Words 64



Preparing for Guided Reading

Prior Knowledge

- Discuss the behaviour of birds when they bathe in a bird bath.
- Early high-frequency vocabulary brings success to the young reader within the first two pages.

Orientation to the Text

- A little bird's bath is interrupted by a big bird.

Key Language Structures

This book features simple sentences. Line breaks based on chunks of meaning are used.
e.g. *The little bird looks at the bath.*

Building the Balanced Reader

Concepts About Print

- Encourage students to track the line breaks with their finger to ensure that meaning is maintained.

Vocabulary

Key High-frequency Words

a, at, big, comes, Here, in, little, look, Oh, no, The, too, up

Content Words

bath, bird

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Encourage students to use commas to improve fluency. For example, pause after the comma in this sentence from page 8.

The big bird is in the bath, too.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Ask students to predict what the story might be about.
- Have students look through the pictures on pages 3, 5 and 7. Encourage students to predict what might happen next.

- Look at the illustration on page 9. Talk about the bird bath in the tree and why it would move. Encourage students to predict what might happen next.
- Look at the rest of the illustrations and have students retell the story in their own words.
- Look at the text on the top of page 10, *Oh no!* Point out the exclamation mark at the end of the sentence. Ask students to name the punctuation mark. Ask students to explain its purpose.
- Read together, linking the text and illustrations. Discuss similarities and differences between the students' retelling of the story and the actual story in the book.

Comprehension

- Which bird went into the bath first? (*Literal*)
- Why did the little bird come back to the bird bath? (*Inferential*)

Follow-up Activities

- Use **PM Alphabet Starters** *b* to reinforce the initial letter in *big, bird* and *bath*.
- Study the visual (letter) pattern of the words *oh* and *no*.
- Read *Mr Archimede's Bath* by Pamela Allen.
- Role-play the story *Little Bird and the Bath*.
- Students could write a story about sharing their bath with surprising characters. Encourage the students to take their story home and share it with their family.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of exclamation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of an exclamation mark.

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Guided Reading Notes

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