

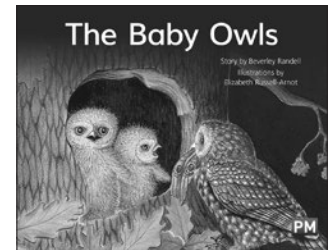
The Baby Owls

PM Level 4

Red

Text Type Recount

Running Words 92



Preparing for Guided Reading

Orientation to the Text

- Read *Owl Babies* by Martin Waddell. Establish the concept that some animals are asleep during the day and hunt for food at night. Talk about how baby animals go back to sleep after a meal. Allow plenty of time for students to share their knowledge.

Prior Knowledge

- This is a first science story book full of interesting facts.
- This simple story has literary cadences, and could be read aloud to students as a story book is read, before they attempt to read it independently.

Key Language Structures

- This book reinforces the word “asleep” through repetition.

Building the Balanced Reader

Concepts About Print

- Prediction skills – *What do you think...?*
- Verb ending – *-ing – looking.*
- Revisit letter names and sounds – *m, l, b.*

Vocabulary

Key High-frequency Words

are, Down, for, looking, not, sees, too

Content Words

asleep, baby, cows, dogs, farm, hungry, moth, Mother, owls, pigs, tree

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- Discuss with students the title of the book and the cover illustration. Encourage students to look closely at the details and to differentiate between the mother owl and the baby owls.
- Discuss the illustration on pages 2–3. Focus on related vocabulary – *farm, cows, pigs, dogs, asleep, tree, owls.* Ask students, *Are all the creatures asleep?* Ensure students see the flying owl.
- Read *Look, look* in the speech bubble on page 4. Demonstrate the similarity between *Look, look* and an owl’s cry. Encourage students to read this as an owl would sound it.
- Discuss the illustration on pages 6–7. Encourage students to predict what Mother Owl will find for the babies to eat. Reinforce the cross-checking skill – picture (meaning) with visual cue (initial letter) e.g. *m – moth.*

Comprehension

- What was Mother Owl looking for? (*Literal*)
- Why did the baby owls go to sleep at the end of the story? (*Inferential*)

Follow-up Activities

- Talk about where animals get their food from and which animals go out and hunt or look for food at night. Ask students, *How do the animals see? When do the animals sleep? Do the animals need to sleep?*
- Focus on the owls’ home in the hollow tree. Ask students, *Why do they live there? What other animals or birds live in hollow trees?*
- Build a farm with blocks. Include plastic animals and farm vehicles. You could also write stand-up labels.
- Play a game with a cotton draw-string bag (the material must not be see-through). Students try to identify farm animals by feeling them in the bag. Encourage students to talk about the characteristics of each animal as they are feeling them in the bag.
- Compare moths’ and butterflies’ life cycles and habits.
- If possible, give students the opportunity to observe an Emperor Gum Moth (featured in the story).
- Talk about camouflage. Ask students, *What is camouflage? Why do some animals have camouflage? Look at p. 13. Can you see camouflage being used?*

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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 punctuation 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 change my voice to show that there are quotation marks in text.

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Guided Reading Notes

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