

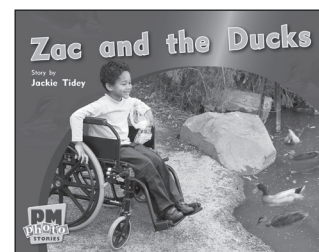
Zac and the Ducks

PM Level 4

Red

Text Type Narrative

Running Words 78



Preparing for Guided Reading

Prior Knowledge

- Talk with students about ducks, and the sorts of places they can be found. Ask students to share any experiences they have had of feeding ducks.

Orientation to the Text

- In this story, Zac and Dad visit a lake and see some ducks. They feed them with bread that Dad has brought along, and then enjoy their own snack.

Key Language Structures

- Use of dialogue to add interest.
- The text features the use of simple sentence structures such as: 'Here come the + noun'; 'Look at the + noun.'

Building the Balanced Reader

Concepts About Print

- Talk about the use of upper-case letters as the initial letter for the first word in a sentence.
- Recognise the following initial letters within the context of the story: Dd – Dad, ducks; b – bag, bread.

Vocabulary

Key High-frequency Words

and, are, for, looked, looking, my, you

Content Words

Zac, Dad, ducks, hungry, bread, bag

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.

Focusing on the Book – Guided Reading

- **Cover** Talk about the ducks at the edge of the water, and Zac's delight as he looks at them.
- **pp. 2–5** Ask, *What do the ducks do when they see Dad and Zac? What does Zac think the ducks want?*

- **pp. 6–7** Discuss the fact that the ducks have come close to Zac and Dad. Ask, *Why does Zac think the ducks are looking for bread?*
- **pp. 8–9** Ask, *What do you think Zac will find in Dad's bag?*
- **pp. 10–13** Ask, *How do you think Zac feels, now that he has bread to feed to the ducks?*
- **pp. 14–15** Zac is hungry too. Ask, *What do you think Dad is looking for in his bag?*
- **p. 16** Talk about Zac and Dad's happiness as they enjoy their muffins. Ask, *Do you think Zac likes being called Hungry Zac?*

Comprehension

- What did Zac give the ducks to eat? (*Literal*)
- Why do you think Zac had fun feeding the ducks? (*Inferential*)

Follow-up Activities

- Discuss the importance of feeding ducks foods that are healthy for them. Have students draw themselves feeding ducks by a lake or river.
- Say these words slowly: *look, looking, looked*. Find these words in the story. Direct students to think of another verb and write forms of the verb in a similar way, e.g. *cook, cooking, cooked; eat, eating, ate*.

Learning Intentions

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

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 the text.
- _____

Guided Reading Notes

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