

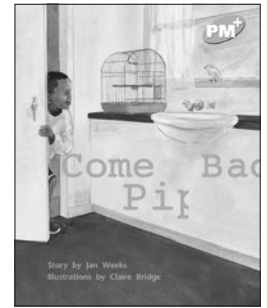
Come Back, Pip!

PM Level 17

Turquoise

Text Type Narrative

Running Words 355



Preparing for Guided Reading

Orientation to the text

- Bring a caged bird into the classroom. List the responsibilities involved in caring for this type of pet.

Prior knowledge

- Caring for someone else's bird should be a lot of fun. However, it became a worrying experience for Ben when Pip went missing! This story is filled with anticipation and prediction about what might have happened to the bird.

Building the Balanced Reader

Vocabulary

Key vocabulary

anywhere, canary, empty, high, think, upset

Content Words

bathroom, birdseed, crept, eaten, glad, hopped, kitchen, licking, nearly, nowhere, wonder

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Recall other stories about Ben. Discuss the cover and title page illustrations. Introduce Pip and predict what the name of the story might imply.
- Observe Mrs Sands' fondness for her pet. Discuss Ben's responsibilities, and how important the bird's safety will be for both Ben and his mum.
- Talk about Ben's obvious distress on pp. 6–7.
- Focus on the mounting tension when Ben can't find Pip. Talk about his responsibilities and what went wrong.

- Discuss Ben's hope that Pip is still inside. Add to the drama of the occasion by stressing the positional vocabulary that describes Ben's search for Pip. Talk about Ben's feelings when he sees the cat licking her paws!
- Observe the changes in Ben's body language on pp. 12–13. What does the whistle suggest?
- Talk about Ben's relief when he sees that Pip is safe!
- Revise words from the text ending in y, e.g. *canary, family, empty*.
- Examine letter clusters with the same sound: *week, birdseed, feed*.
- Revise past tense forms of some verbs in the text, e.g. *feed, fed; creep, crept*.
- Look at the location words *behind, under, top*. Explain to students that these words are called *prepositions*.

Comprehension

- What did Mrs Sands ask Ben and his mother to do? (*Literal*)
- Why did Ben feel very bad? (*Inferential*)
- Why was the bird missing? (*Inferential*)

Follow-up activities

- Make a canary in a cage. First, draw an outline of a canary onto light card. Cut it out and colour appropriately. On firm paper, draw a cage shape and cut it out. Fold the cage in half and cut it to make the rungs. Unfold the cage and slot the canary between the rungs.
- Discuss ways in which Mrs Sands might thank Ben. Make 'thank-you' cards. Discuss the presentation of this type of text form. Talk about what Mrs Sands might write inside the card. Write some of the students' ideas on the whiteboard.
- Read some 'Lost and Found' animal advertisements from the newspaper to students. Have them write their own advertisements about any lost or found animal or object.
- Discuss the content of a book review.

Come Back, Pip!

Date _____

PM Level 17

Turquoise

Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

• _____

Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

• _____

Guided Reading Notes

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