

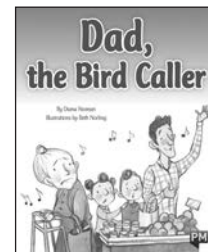
# Dad, the Bird Caller

PM Level 17

Turquoise

**Text Type** Recount (Imaginative)

**Running Words** 414



## Preparing for Guided Reading

### Prior knowledge

- Talk about unusual talents, such as making believable animal noises. Ask students to share any unusual talents of their own, or to tell the class about the unusual talents of a friend or family member.

### Orientation to the text

- In this story, twins Milly and Ben learn that their dad is able to make bird calls. They are embarrassed when Dad makes these noises in public, but are very proud when he is able to use this ability to save their school play from an audio malfunction.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*ready, play, birds, everyone, practise, practice, proud, anywhere*

#### Content words

*feathers, beak, twin, warble, market, computer, stage*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist with decoding of 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 book – guided reading

- Read the title together and discuss the cover illustration. Ask students how they think the children feel about their dad making bird calls at the market.
- Ensure that students use the illustrations to predict meaning.

- Discuss the characters' ideas for bird costumes on pp. 2–3. Have students share thoughts about why birds are a good subject for a play.
- Ask, *How do you think Milly and Ben felt when Dad made his bird calls after school?*
- After reading p. 10, discuss with students the different spellings and meanings of *practice* (noun) and *practise* (verb).
- After reading p. 13, ask students how they think Dad will respond to Ms Lim's request for help.
- Discuss how Dad's unusual skill has saved the children's play. Ask students what they think the class could have done to save the play if Dad was not there.
- Discuss how the children's play has been a good thing for Dad too, and has brought him closer to Ben and Milly.
- Ask, *Do you think the children would be happy for Dad to make bird calls at the market again?*
- Revise elisions, e.g. *can't, didn't, wouldn't, it's*.

### Comprehension

- Why did Dad say he had to practise the bird calls? (*Literal*)
- Why didn't the computer work on the night of the play? (*Inferential*)
- At the end of the play, why did everyone give Dad a big cheer? (*Inferential*)

### Follow-up activities

- Have students think of other common items that could be used to make bird costumes. Have them design and make their own bird mask or headpiece.
- After making their mask or headpiece, have students devise a short play about a group of birds and present it to the class, using their masks or headpieces as costumes.
- Have students research the lyrebird, and discuss its ability to mimic the calls of other birds. Have them write a short story about what might happen if Dad met a lyrebird!

## 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, rereading and reading on to gain a deeper understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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