

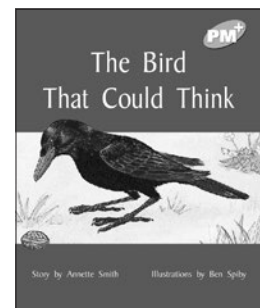
The Bird That Could Think

PM Level 17

Turquoise

Text Type Narrative

Running Words 349



Preparing for Guided Reading

Orientation to the text

- Re-read *The Crow and the Pot*. Discuss the crow's ability to think logically when solving a problem.

Prior knowledge

- This story is based on a true event, and shows that a crow has the ability to think conceptually. The events in the book describe the strategies the crow used to successfully solve a problem.

Building the Balanced Reader

Vocabulary

Key vocabulary

break, heard, high, power, think

Content Words

Aha, dropped, landed

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 and attending to print details.

Focusing on the story – guided reading

- Read the title and talk about the meaning of the word *think*. Discuss the cover and title page illustrations.
- Notice that the crow is looking at the nuts in a puzzled way, as if she has already tried to break one open.
- Have students search the text for 'clues about' what the crow will do next.
- Reinforce the crow's ability to think, e.g. *A road is much harder than grass*. Notice how persistent the crow is as she looks for a solution.
- Observe the smashed shell and discuss the crow's dilemma. Recall that this crow knows how to think! Encourage discussion as to what might happen next.

- Enjoy the satisfactory conclusion. Recall events in the story that confirm the relevance of the book title.
- Find words with these blends: *br, dr, st, cr, fl*. Revise by re-reading the **PM Alphabet Blends** books.
- Discuss the comparatives *hard* and *harder*.
- Examine the letter clusters *ar* in *hard* and *car*; and *ight* in *right, light*.

Comprehension

- What did the crow find under a tree? (*Literal*)
- Was the crow male or female? (*Inferential*)
- How was the crow clever? (*Inferential*)

Follow-up activities

- Retell the story in a sequential comic strip. Ask students to check that the sequence of events reflects the storyline. Encourage them to retell the story orally with reference to their pictures.
- Provide little booklets for students to write retells of the story. Add illustrations. Arrange for the books to be read to younger students.
- Re-read other books that feature animals with the ability to problem solve. Have students write about these stories. Bind their work together to make a concertina booklet.
- Bring a selection of nuts to school. Have students open them with a nut cracker. Select students to retell the procedures involved.
- Re-read other **PM Plus** books about animals that eat nuts, i.e. *Red Squirrel Hides Some Nuts* (PM level 7) and *Baby Bear Climbs a Tree* (PM level 9).

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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.

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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.

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Guided Reading Notes

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