

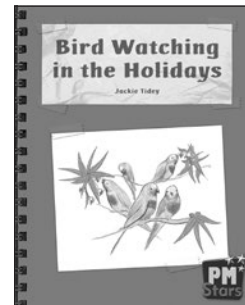
Bird Watching in the Holidays

PM Levels 11/12

Blue

Text Type Recount

Running Words 177



Preparing for Guided Reading

Orientation to the Text

- Tell students that the book is a recount. Remind them that a recount tells a series of events that have happened.
- Read the title. Recall that the title provides the reader with an indication of what the events are about. Discuss the cover photograph. Introduce the main characters. Explain that the boy likes to look at birds and draw them, too.

Prior Knowledge

- This recount, presented as a child's journal, is a record of the birds a boy saw when bird watching in the holidays.

Key Language Structures

- Time and sequence words order the events in the text, e.g. *This morning, Today, Friday*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

draw, flew, our, them

Content Words

beaks, bird-hide, feathers, necks, picnic, pictures, seeds

Decoding

- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again*. Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Turn to the title page. Read and discuss the chapter headings and note the corresponding page numbers. Explain that each chapter is an event. Discuss the different places that the boy visited while on holiday and invite students to predict which birds he might have seen in each environment.
- Study the illustrations and photographs on each page. Notice that the book is presented as a child's journal. Explain that people write personal thoughts or recounts of events in a journal. Talk about the purpose of the photographs and labels. Ask questions that encourage students to search within the text to check predictions.
- Reinforce the purpose of a glossary in non-fiction books. Discuss the glossary words and locate them within the book.
- Talk about the irregular verb *to have*: *have, has, having, had*.
- Revisit days of the week.
- Locate the word *bird-hide*. Explain that this is a compound word joined with a hyphen.
- Draw students' attention to commas used in the book, e.g. *Today, I saw ...*
- Discuss the time and sequence words *Today, ...* and *This morning, ...*. Remind students that names for days of the week order the events in this recount.

Comprehension

- What does the boy's book have inside it? (*Literal*)
- Why did the birds at the beach run up to the boy and his mum? (*Literal*)
- Who went to the bird park with the boy and Mum? (*Literal*)
- How do the birds at the lake use their long necks? (*Inferential*)
- What did the boy do when he was on holiday? (*Inferential*)
- What is a bird-hide? (*Inferential*)

Follow-up Activities

- Provide a group of students with a digital camera. Ask them to photograph birds in the school environment. Students can use the photos to support their own recounts about *Bird Watching at School*.

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Learning Intentions

- We are learning to recognise time and sequence words that order events in the text.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Success Criteria

- I can identify time and sequence words that are used to order events in the text.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Guided Reading Notes

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