

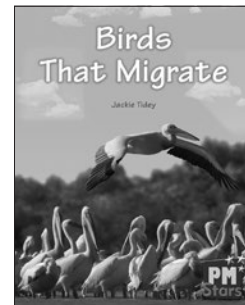
Birds That Migrate

PM Levels 11/12

Blue

Text Type Information Report

Running Words 178



Preparing for Guided Reading

Orientation to the Text

- Tell students that the book has lots of information about birds that migrate. Discuss the meaning of the word *migrate*.
- Read the title of the book. Discuss the cover photograph. Explain why lots of birds migrate.
- Turn to the title page. Reinforce the use of the contents and glossary in non-fiction books. Read and discuss the chapter headings. Notice that the chapter headings indicate a cycle of events.

Prior Knowledge

- This book describes the migration cycle.

Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Lots of birds migrate. They fly a long way to find places where it is warm.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, before, live, morning, ready, warm

Content Words

feathers, flocks, migrate, morning, spring, summer, warm, winter

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.

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

- Discuss the photographs on each page. Explain why migration is related to the seasons. Revisit the order of the seasons. Introduce key interest words.
- Discuss information from the book in greater detail. Identify the different reasons for birds to migrate. Provide resources that students can use to undertake research about other animals that migrate. Compare their reasons for migrating with those identified in *Birds That Migrate*.
- Revisit seasonal change. Reinforce students' awareness of changes in the weather, the length of the days, landscapes and lifestyles in a repetitive cycle.
- Emphasise the importance of scanning across words. Find words in the book that end with -y: *baby, sunny, ready*.
- Locate the word *before*. Name other words that begin with *be-*: *begin, belong*.
- Explicitly teach students to check meaning by confirming that the pictures match the information in the text.
- Revisit the structure of an information report.

Comprehension

- What happens when birds migrate? (*Literal*)
- What change does winter bring to the weather? (*Literal*)
- Why do birds eat a lot of food before they fly away? (*Literal*)
- What is a large group of birds called? (*Inferential*)
- Why do people say that birds that migrate are clever? (*Inferential*)
- When the days get colder again, what do the birds do? (*Inferential*)

Follow-up Activities

- Select another animal that migrates and direct students to locate information about it. Ask, *Where does it usually live? Where does it migrate to? Why does this animal migrate?*
- Ask students to collect pictures of animals that migrate. Cut these out and place them on the floor. Ask students to group the animals according to the reason they migrate. Paste these groups onto a wall chart with suitable labels.

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Learning Intentions

- We are learning to identify topic sentences and sentences that provide supporting information.
- 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 topic sentences and sentences that provide supporting information.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

• _____

Guided Reading Notes

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