

Seagull Is Clever

PM Level 8

Yellow

Text Type Narrative

Running Words 98



Preparing for Guided Reading

Orientation to the Text

- Identify the problems and solutions encountered by Samantha Seagull.

Prior Knowledge

- Discuss with students what seagulls eat. Ask how they catch their food.
- Explain that this is a story about a seagull's determination to find something to eat. He has to find a clever way to get some food.

Key Language Structures

- Check that students understand the concept of questions and answers. Explain the purpose of a question mark.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

eating, get, today, with

Content Words

seagull, shellfish

Decoding

- Encourage quick recognition of high-frequency words in the book. If necessary, use the **PM High Frequency Reading and Writing Word Cards** to assist quick recall.
- Support students when they apply their knowledge of phonemes to predict or decode words, e.g. *f-i-sh, sh-e-ll*

Fluency and Phrasing

- Explicitly teach students to use their knowledge of letters and letter-sound relationships to check, confirm or self-correct print details. Ensure that students are able to hear sound segments in words, and can blend single sounds in vowel-consonant, consonant-vowel and consonant-vowel-consonant words.
- Remind students to pause briefly after phrases within sentences and after commas.
- Discuss the purpose of the ellipses on p. 12.

Focusing on the Book – Guided Reading

- Read the title of the story and ask students to predict why the seagull might be clever. Accept all responses.
- Discuss the habits of bivalve shellfish.
- Study the illustrations drawing the students' attention to the cliffs, rocks and wave patterns.
- Read the first page together. Identify the problem and ask students to suggest possible solutions.
- Expand the compound words *seagull* and *shellfish*.
- Discuss the effect of the short sentences in the text. Explain how it creates tension in the story.
- Check the cues and strategies students use to attack the words — *waves, eating, broken* and *clever*. Ask students to give alternative words for *broken* and *clever*.

Comprehension

- What did the seagull find to eat? (*Literal*)
- Why did the seagull go *up and up and up*? (*Inferential*)
- Why was the seagull clever? (*Inferential*)

Follow-up Activities

- Ask students to identify birds they know.
- Photocopy the outlines of four different types of birds, e.g. sparrow, seagull, duck and budgie. Make little booklets about each bird.
- Look at the picture of the seagull in a soaring position on p. 13. Compare the bird with an aeroplane.
- Make cardboard shapes of seagulls. Use outlines of the head, body, and wings spread in flight. Show students how to cut and colour the outlines and how to assemble. Suspend these bird shapes from hoops as a mobile. Attach statements suggested by students.

Seagull Is Clever

Date _____

PM Level 8

Yellow

Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

• _____

Guided Reading Notes

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