

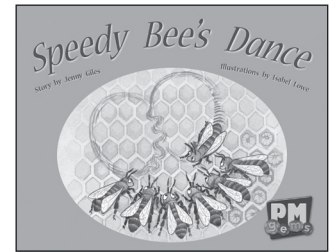
Speedy Bee's Dance

PM Level 8

Yellow

Text Type Narrative

Running Words 166



Preparing for Guided Reading

Prior Knowledge

- Use photographic references to show how bees carry pollen on their legs.

Orientation to the Text

- This is the second story about Speedy Bee. In this story, Speedy Bee finds some pollen. She does a dance that shows the other bees where to go. They follow the instructions in Speedy Bee's dance and find lots of pollen.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. *"The baby bees are **very** hungry!" said Speedy Bee.*
- Repetition of key phrases in instructions: *"**Fly this way with the sun on your backs. Fly this way to the flowers,**" she said.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, find, fly, help, us, very, way, with, your

Content Words

Speedy, Bee, hive, baby, blue, flowers, hungry, dance

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words, e.g. *ba-by, Sp-ee-dy.*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Identify Speedy Bee amongst the other bees. Explain that the blurred lines show Speedy Bee's movements.

- **pp. 2–3** Point out the bags on Speedy Bee's legs, and discuss how they contain pollen – food for the baby bees.
- **pp. 4–5** Direct students' attention to the baby bees (larvae) in the hive. Ask, *Why do you think the baby bees need lots of food? Why do you think the other bees ask Speedy Bee to dance for them?*
- **pp. 6–9**, *Do you think the other bees understand what Speedy Bee is telling them with her dance?* Talk about the bold text. Ask, *What do you think Speedy Bee means when she tells the bees to fly with the sun on their backs?*
- **pp. 10–13** Talk about the bees' journey to find the blue flowers. Ask, *Do you think it was difficult for the bees to find the flowers?*
- **pp. 14–15** Direct students to look at the bags of pollen on the bees' legs. Ask, *Do you think the bees have found enough food for the babies?*
- **p. 16** Talk about the success of the bees' mission, and of Speedy Bee's clever directions.

Comprehension

- What did the bees bring back to the hive? (*Literal*)
- How did Speedy Bee tell the other bees where to find the flowers? (*Literal*)

Follow-up Activities

- Talk with students about staying safe near bees or beehives. Collaborate with students to make a list of bee-safety guidelines. These could include: staying away from hives; taking care when drinking from cans or straws outside.
- Say these words slowly, emphasising the -y ending: *Speedy, baby, very, hungry.* Ask students to think of other words ending in -y, and write them in a list.
- Have students devise simple dances to show each other how to move from the classroom to another part of the school. Have students watch each others' dances and try to guess the intended destinations.

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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