

A little duck for Lily

PM Level 2/3

Magenta

Text Type Narrative

Running Words 42



Preparing for Guided Reading

Prior Knowledge

- Introduce the characters, Lily and her father. Talk with students about animals that can be found on a farm, encouraging them to share their own knowledge from any personal experience of visiting farms.

Orientation to the Text

- This is one of two Level 2/3 stories in the **PM Photo Stories** series about Lily. In this story, Lily is at a farm looking for ducks. She encounters a range of other farm animals before she finds the ducks and is handed her own duckling.

Key Language Structures

- The story commences with a question: *Where are the ducks?* Subsequent spreads feature short statements that identify the other animals found on the farm.

Building the Balanced Reader

Concepts About Print

- Talk about the purpose of full stops, e.g. to stress meaning.
- Discuss the use of question marks to denote a speaker's desire for information.
- Confirmation of word attempts using the initial letter.

Vocabulary

Key High-frequency Words

a, are, at, for, Here/here, is, little, said, The/the

Content Words

Lily, farm, Where, ducks, horses, cows, sheep, cats, chickens, ducks, duck

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Lily and read her name in the title. Discuss the cover and title page photographs, prompting students to name the animals they recognise. Mention the fact that Lily is always accompanied by her dad. Ask, *Why would supervision from an adult be important in a place like this?*
- **pp. 2–3** Ask, *What animals can you see on this page? Where do you think the ducks might be? Why do you think Lily is so keen to know where the ducks are?*
- **pp. 4–15** Ask students to share what they know about each type of animal that Lily meets in her search. Ask, *Have you come across any of these animals yourselves? Do you have any of them at home?*
- **p. 16** Talk about Lily's delight at receiving the little duck. Ask, *Does Lily seem surprised to be seeing such a little duck? Do you think she will take the little duck home?*

Comprehension

- Where did Lily see the animals? (*Literal*)
- Why do you think Lily wanted to see a little duck? (*Inferential*)

Follow-up Activities

- Using the **PM Plus** Level 2 book *Big and little*, discuss the concepts of 'big' and 'little' with students, providing further examples of objects or animals of contrasting size.
- Refer students to the BLM. Activity 1 – students circle the odd word out in each box. Activity 2 – students circle and colour in the animals that Lily encountered in the text. Activity 3 – students circle the initial letter for each of the animals. Activity 4 – students write the appropriate word ('big' or 'little') below each picture.
- Have students draw a picture of their favourite farm animal. Assemble the drawings to make a class farmyard on a pinboard or large sheet of paper.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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