

Baby Bird

PM Level 2/3

Magenta

Text Type Narrative

Running Words 60



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the names used for immediate family members: *Father, Mother, Baby*.

Orientation to the Text

- Father Bird, Mother Bird and Baby Bird are looking for worms, when along comes a big dog.

Key Language Structures

- The personal pronouns *He* and *She* are used to refer back to characters in the text.
- Many pages have two lines of text that either break between sentences or require a return sweep within a sentence.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

a, at, comes, for, goes, He, Here, is, Look, looking, She, the, to, up

Content Words

Baby, big, dog, Father, Mother, tree, worm

Decoding

- Support students to read through to the end of words such as *looking*.
- Look at the word *Mother*. Ask, *What smaller words can you find in 'Mother'? What words do you know that rhyme with 'Mother'?*

Fluency and Phrasing

- Model different ways to read the first three pages of text with students. Talk about the similarities in the text and how you could make it sound interesting.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Who can you see? Which one do you think is Baby Bird?*

- Ask students to read pp. 2–3. Talk about how to monitor that they have read the words accurately by thinking about whether the word looks right, sounds right and makes sense.
- Read to p. 5. Ask, *What do you think will happen next? What makes you say that?*
- Continue to p. 9. Ask students to think of all the different things that could happen when the big dog arrives, encouraging them to be creative. Discuss which options are the most likely.
- Look at p. 12 together. Ask, *How many words are on the page? How many sentences? Make sure students read each word that is there.*
- Read to p. 16. Ask students to describe in their own words what happened.
- Ask students to reread the text in pairs, focusing on reading accuracy.

Comprehension

- What did Baby Bird have to eat? (*Literal*)
- Why did the birds fly up into the tree when they saw the big dog? (*Inferential*)
- How do you think the big dog was feeling throughout the story? (*Inferential*)

Follow-up Activities

- Talk about the main events in the text with students. Organise them into groups of four and ask them to act out the story, adding in some basic dialogue. Record them performing their plays to share with parents or other classes.
- Model writing a simple description of Father Bird using adjectives to describe his appearance and character. Ask students to choose one of the other characters from the story and follow your model to write their own descriptions. Allow students to draw a picture of their chosen character to display along with their description.
- Make a two-column chart with Baby Bird on one side and the big dog on the other. Record words to describe the two animals in their respective columns. Ask students to make comparisons between the two and to think about who or what each character reminds them of and why.

Learning Intentions

- We are learning to predict what will happen in a text.
- We are learning to monitor what we read.

• _____

Success Criteria

- I can suggest what will happen next based on what I have read.
- I can identify when what I read doesn't match what is on the page.

• _____

Guided Reading Notes

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