

Where are the eggs?

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 95



Preparing for Guided Reading

Orientation to the Text

- Bring some eggs into the classroom for students to observe, e.g. from butterflies, frogs, etc.
- Show students pictures of various life cycles.

Prior Knowledge

- This book looks at different animals, showing where the mother lays and keeps her eggs. The final animal, the kiwi, reveals that it is the father who looks after the egg, rather than the mother.

Key Language Structures

- Two sentences, both using prepositions of position. Second sentence begins with the personal pronoun *Her*.

Building the Balanced Reader

Concepts About Print

- Reinforce how to read two successive return-sweep sentences.

Vocabulary

Key High-frequency Words

a, are, father, in, is, mother, the

Content Words

Where, Eggs, blackbird, tree, Her, nest, fish, stream, stones, snail, grass, ground, butterfly, plant, leaf, snake, sand, hole. frog, leaf, pond, kiwi, forest

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.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover illustration. Invite students who know about birds, to share their knowledge with the class.

- Discuss the title page illustration. Compare the colour, shape and number of eggs. Invite students to name who the eggs might belong to.
- Discuss the illustrations and read the book together. Encourage students to search the pictures and the text to confirm information. Ask questions, e.g. *Where is mother _____? Where are her eggs? What letter do you expect to see at the beginning of _____?*
- pp. 14–16 – Talk about the habits and habitat of the kiwi. Discuss other animals where both the male and the female share the role of looking after the eggs, e.g. penguins.

Comprehension

- Where was the kiwi's egg? (*Literal*)
- Why do you think the butterfly laid her eggs under a leaf? (*Inferential*)

Follow-up Activities

- Make a class book similar to *Where are the eggs?* Ask students to draw their pictures with crayons and then paint over the top. When dry, have students group their pictures according to the position word used (*in, on, or under*) to tell where each animal lays her eggs.
- Provide each student with a large piece of black paper and different squares of coloured cellophane. Show them how to fold the paper in half in order to cut out a pre-drawn symmetrical butterfly shape. Invite students to cut shapes out of the wings and glue coloured cellophane over them.
- Make a class chart of animals that lay eggs. Have students add illustrations.

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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