

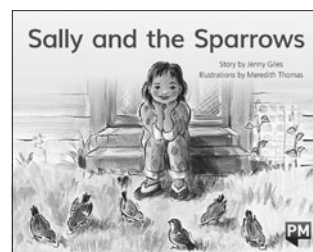
# Sally and the Sparrows

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 151



## Preparing for Guided Reading

### Orientation to the Text

- Take students outside to observe the behaviour of sparrows. Spread some pieces of bread around on the ground. Have students sit very still.
- Discuss the observations that students make.
- Have students close their eyes and imagine what it would be like to be a sparrow. Give students an opportunity to role-play the actions of the sparrows seen outside.

### Prior Knowledge

- Sally's love of nature is obvious as she relates to the birds around her home.
- This simple story gives the young reader the opportunity to practise high-frequency words and to grow in confidence.

### Key Language Structures

- Conjunctions are used to join clauses, e.g. "I'm going to go and see the sparrows."

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

came, get, inside, stayed, with

#### Content Words

sparrows, hungry, garden, little, bread

### Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Re-read *Sally and the Daisy* (PM level 4) and *Sally's Beans* (PM level 6).

- Study the illustrations in *Sally and the Sparrows*. Encourage students to discuss Sally's actions, and the main events in the story, then ask them to tell the story in their own words. Question students to prompt understanding.

- Look at the illustration on pages 6 and 8. Ask students, *Will the sparrows come down when Sally asks? Why? What should she do?*

Look at the illustrations on pp. 10 and 12. Ask students, *What do you think Sally will do now?* Encourage students to predict Sally's actions and then check if they were correct by turning the page.

- Look at the illustrations on pages 14 and 16. Discuss with students whether their predictions were correct.
- Talk about Sally's initial problem and the steps she took to solve it.
- Encourage students to discuss the main events in the story, then ask them to tell the story in their own words.
- Read the text together and then have students read it independently.

### Comprehension

- When did Sally go into the garden? (*Literal*)
- Why did the sparrows come down to the grass near Sally? (*Inferential*)

### Follow-up Activities

- After observing sparrows or other types of birds, play a variety of music and encourage students to move like a sparrow – hopping, flitting, etc.
- Make a bird feeder by covering a large pine cone with peanut butter and rolling it in bird seeds or nuts. Hang the cone in a tree. Write the instructions for making the bird feeder on a large chart. Decorate the chart with pictures.
- Take time to observe sparrows in the school grounds or at a local park. Talk about the differences between the male and female sparrows: males (cocks) have black bibs and their heads and wings have chestnut coloured markings; females (hens) do not have bibs and are mainly grey in colour. Refer students to the inside title page of *Sally and the Sparrows*, which shows a male sparrow (left) and a female sparrow (right). Give students plenty of opportunity to refine the skills of identifying the birds.

# Sally and the Sparrows

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## Learning Intentions

- We are learning to make predictions whilst reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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## Guided Reading Notes

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