

Looking After a Bird

PM Levels 14/15

Green

Text Type Procedure

Running Words 170



Preparing for Guided Reading

Orientation to the Text

- Recall the three previous books featuring Kris and his family (PM levels 5/6, 8/9 and 11/12).
- Explain that this book tells students how to look after a bird in a cage. Invite students with a pet bird to talk about what they do to care for them.

Prior Knowledge

- This procedural text describes how to look after a bird.

Key Language Structures

- Some sentences have two independent clauses joined with a conjunction, e.g. *Take out the food dish and fill it with new seeds.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ask, every, need, pull, push, things

Content Words

birdseed, close, eaten, feed, warm

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Turn to the title page. Reinforce the key features of non-fiction texts. Read the list of contents and note the corresponding page numbers. Discuss the meaning of *goal, materials* and *steps*.
- Discuss the materials needed to successfully achieve the goal. Talk about why the *warm water in a big bowl* does not have soap added. Discuss the purpose of the hygiene vignette on page 3.

- Study the photographs in each chapter before reading the book. Introduce key interest words. Talk about why the steps are numbered sequentially.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the book.
- Provide support when students attempt to decode words into sound segments, e.g. *tr-ay, n-ee-d*. Model how to use analogy, e.g. *see, seed, need*.
- Identify these verbs: *Take, Put, Wash, Clean, Let, Fill*. Explain that in a procedure these words appear at the beginning of sentences and tell the reader what to do.
- Make a list of opposites, e.g. *inside, outside; pull, push; clean, dirty*.
- Discuss the sounds: *ack, age, ay, ing, old*. Find words in the book with these sounds.
- Find sentences in the book that begin with the verb *Put*. Discuss reasons for this. List other verbs that may be used in a procedure, e.g. *Make, Cut*. Talk about how recognising these verbs in a procedure assists with meaning.

Comprehension

- How often should the food dish be taken out and filled with new seeds? (*Literal*)
- What else can a pet bird eat besides birdseed? (*Literal*)
- How often should the inside and outside of the cage be cleaned? (*Literal*)
- Why is Kris careful when the cage door is open? (*Inferential*)
- Why does Kris give only little bits of apple to the bird? (*Inferential*)
- Why does Kris's mum take the bird out of the cage? (*Inferential*)

Follow-up Activities

- Have students name other animals that live in cages, e.g. *guinea pigs, rabbits, mice*. Identify similarities and differences in looking after pets that live in cages. Ask for students' assistance in using some of these ideas to share the writing of a new procedural text called *Looking After a ...*
- Discuss why water bowls must be washed and filled with clean water every day. Talk about why birds need water.

Looking After a Bird

Date _____

PM Levels 14/15

Green

Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

• _____

Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

• _____

Guided Reading Notes

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