

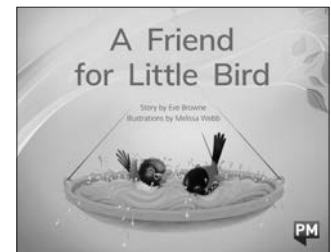
A Friend for Little Bird

PM Level 5

Red

Text Type Narrative

Running Words 74



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the concept of friendship.
- Students should also be familiar with basic bird behaviours, such as flying.

Orientation to the Text

- Little Bird and Red Bird are in the bird bath. Little Bird is worried when Red Bird disappears, but it all ends well.

Key Language Structures

- Simple adjectives are used throughout the text – *little, Red, happy*.
- Words with initial and final two- and three-letter blends are introduced – *grass, bath, Splash*.

Building the Balanced Reader

Concepts About Print

- Ask students to look for capital letters and discuss why each of them is used.

Vocabulary

Key High-frequency Words

are, going, He, into, not, Oh, see, Where

Content Words

bath, bird, grass, happy, little, Splash

Decoding

- Ask students to think about what letters help them to know they have read a word correctly when they are having difficulty.
- Look at the word *Splash* on page 2. Ask, *Can you think of other words that start with the same blend?*

Fluency and Phrasing

- Talk with students about how Little Bird is feeling throughout the text. Support them to use expression to match Little Bird's feelings as they read.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Talk about who Little Bird's friend is and what they might do together.

- Read page 2 with students. Ask students to find the exclamation marks and talk about how they change the way the words are read.
- Ask students to read page 6. Point out the word *Two*. Ask, *How many syllables are in the word? How many sounds? How many letters?*
- Continue to page 8. Invite students to predict where Red Bird has gone, and discuss how Little Bird is feeling and why.
- Ask students to read page 10. Talk about why the exclamation mark is there, and read the page together, with expression.
- Read to page 14. Model sounding out the first two letters of the word *grass* and then blending them. Have students practise saying the blend in isolation and as part of the word.
- Re-read the text. Ask students to find all the exclamation marks and read the sentences with appropriate expression.

Comprehension

- What is Little Bird's friend called? (*Literal*)
- Why did Little Bird fly down onto the grass? (*Inferential*)

Follow-up Activities

- Talk with students about why they think the text was called *A Friend for Little Bird*. Ask them to suggest other possible titles and to give reasons for their choices.
- Ask students if any of them have a birdbath in their garden. Read or watch videos about other animals that like having baths, such as elephants and otters.
- Make a list with students about what it means to be a good friend. Talk about things they can do to be a good friend to other members of the class, and invite them to share examples of when others have been good friends to them. Write the sentence starter *I am a good friend when . . .* for students to finish.
- Rewrite the story together with different animals, such as elephants, as the main characters. Discuss what would be the same and what would be different about the story. Make a book of the finished story, with students illustrating each page.

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Date _____

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Learning Intentions

- We are learning strategies to monitor our reading.
- We are learning to recognise different sentence types.

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Success Criteria

- I can stop and re-read the sentence when it doesn't make sense.
- I can find exclamations and questions in the text.
- I can change the way I read when I see an exclamation mark or question mark.

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Guided Reading Notes

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