

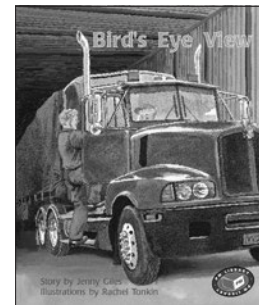
Bird's Eye View

PM Level 18

Turquoise

Text Type Narrative

Running Words 396



Preparing for Guided Reading

Orientation to the text

- Show students photographs of large trucks which are used for long distance road haulage. Talk about the size of the vehicles, their length and height from the ground.

Prior knowledge

- The fascination of large vehicles captures the imagination of many students. In this story, the main character, Luke, goes to the truck depot with his father one Saturday morning and helps to find a lost child.

Building the Balanced Reader

Vocabulary

Key vocabulary

cab, check, view

Content Words

anywhere, depot, loading, pile, site, tyres

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Study the cover illustration. Identify the character Luke from PM Story Books Orange Level *Roller Blades for Luke*.
- Look closely at the illustration on pp. 2–3. Discuss the busy scene and the word 'depot'. Compare the height of the truck drivers to the size of their vehicles.
- Notice how Luke's father has to climb up two very high steps to get into the cab of his truck. Luke's dad has to check the tyres. Encourage those students who are familiar with large trucks to share their knowledge about necessary maintenance.
- Pp.6–7 explain what is meant by *a bird's eye view*. Remind students about the title of the book.

- Encourage students to put themselves in Luke's place as they study the scene from high up in the cab of the truck.
- Notice the urgency in the illustration and the text on pp. 10–11.
- Logic and reasoning are evident in Luke's response to the boy. This page builds on the information given on p. 9.
- The satisfactory conclusion to the story reinforces the meaning of the expression *a bird's eye view*.
- Identify conjunctions used to join ideas in a sentence, e.g. *Luke sat in the cab of his father's truck and looked down at the depot. You can't see her from the road, because she's behind the shed.*
- Revise the different sounds made by *ow* in *down* and *showed*.

Comprehension

- What is a *bird's eye view*? (*Literal*)
- Why did Luke have a *bird's eye view* from his father's truck? (*Inferential*)
- Why was everyone worried about the little girl? (*Inferential*)

Follow-up activities

- Ask students to list other places where they could have a 'bird's eye view', e.g. from a tall building or a lookout.
- Explain that a simple map shows a bird's eye view of an area. With students, draw a map of the school yard showing buildings, sandpits and play areas. Encourage students to suggest possible labels for these areas.

Bird's Eye View

Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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