

Magpie's Baking Day

PM Level 9

Blue

Text Type Narrative

Running Words 132



Preparing for Guided Reading

Orientation to the Text

- Tell the story *The Little Red Hen* (PM level 16) using props such as pictures or puppets.
- Bring a loaf of bread similar to the one illustrated on p. 15, and share it with students. Talk briefly about bread making.

Prior Knowledge

- This story is an adaption of the Russian nursery rhyme 'Magpie, Magpie'. The cottage exterior, the pine trees, the dried rowan berries, the tiled oven and the border patterns were copied from Russian originals to match the story.
- The repetitive folktale structure supports young readers.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

helped, made, make, Who

Content Words

bread, fire, milk

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Look at the cover illustration and identify the characters and what they are doing.
- Read p. 2 to students, modelling a small, high voice for the mouse.

- Discuss the illustrations on pp. 5–11. Help students to spot the mouse on each page, (particularly on p. 7) and ask them to comment on its laziness.
- Direct students to read from p. 2 to the end of p. 10 by themselves and to predict the ending. Encourage them to share these predictions.
- Turn to pp. 12–13. Discuss what each character is doing.
- Revise the letter clusters: *she, me, he; make, bake; not, got; it, sit*.
- Talk about the regular and irregular past tense verbs: *help, helped; make, made*.

Comprehension

- Who was going to make some bread? (*Literal*)
- Why didn't Magpie let the mouse eat some bread? (*Inferential*)
- Which of the characters liked bread to eat? (*Inferential*)

Follow-up Activities

- Extend the bread tasting activity described previously. Bring along a variety of different types of bread. Look closely at them and feel the textures.
- Bake bread with students. Teach students how to read a recipe. Talk about ingredients, utensils, method and cooking time. All students should have a copy of the recipe for their own recipe books. Make out a chart of procedures with students. Read these procedures often. This chart could be photocopied and put in individual booklets as an extra reading activity.
- Re-read the story of *The Little Red Hen* and compare with *Magpie's Baking Day*.
- Revisit familiar nursery rhymes. Write these rhymes out for students to read, decorate and paste into their own poetry books. Encourage students to recite them. Enlarge these rhymes for the class poetry box.
- Retell one of the more familiar nursery rhymes as a story, using large, coloured illustrations of the rhyme. Record the story on a word processor and paste the words around the illustration.
- Retell the nursery rhyme using shaped outlines of the characters and setting, on an overhead projector.
- Past tenses of verbs. Regular – *help, helped*. Irregular – *make, made*.

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Learning Intentions

- We are learning to self correct our reading when we make a mistake.
- We are learning to make predictions to help us have a better understanding of what we are reading.

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Success Criteria

- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.
- I can make predictions about the character's feelings and actions as I read.

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Guided Reading Notes

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