

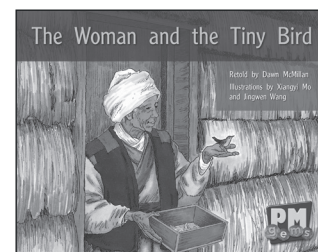
The Woman and the Tiny Bird

PM Level 12

Green

Text Type Narrative

Running Words 199



Preparing for Guided Reading

Prior Knowledge

- Explain that this is a folk tale from Japan.
- Discuss what can happen to small birds, such as wrens, in very cold winters.

Orientation to the Text

- In this story, an old woman finds a small, sick bird in the cold outside her house. She takes it inside and cares for it, and it recovers overnight. She releases it, and from that day on it stays nearby and sings for her.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *The woman put a cloth over the box, and then she went to bed.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

better, don't, flew, morning, over, put, sang, so, take, warm

Content Words

cold, winter, outside, tiny, bird, house, fire, hungry, woman, beautiful, cloth, box

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by rereading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said...? How did you know that word was...?*

- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Ensure that students use the illustrations to predict meaning.
- Read the title together and discuss what is happening on the cover.
- Talk with students about the house in the illustration on p. 3. Ask them if they think it is an old house, and if the story is set in the present or the past.
- Ask, *Why do you think the woman is so worried about the little bird?*
- Ask, *When the bird doesn't eat, what does the woman think might happen?*
- Ask students how they think the woman feels when she sees the bird eating the food in the morning.
- The woman takes the bird outside. Ask students to predict what they think the bird will do now.
- Ask, *Why do you think the bird wants to stay near to the old woman?*
- Notice that the past tense of the verb *to fly* is *flew*. Use **PM Alphabet Blends** book *fl* to reinforce the onset of *fly* and *flew*.

Comprehension

- Why do you think the woman put a cloth over the box? (*Inferential*)
- Why do you think the bird did not fly away on p. 14? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct verb form to complete the sentences; choosing the correct adjective to complete the sentences; choosing and rewriting the correct sentence beginnings; choosing the correct words to complete the sentences.
- Ask students to imagine they have found a wild animal that is sick or injured. Have them draw a picture of the animal in a cosy box, including any items such as blankets or food that they would give the animal to help it recover.
- Talk about folk tales, and how they are often very old stories. Ask students to think of another folk tale they have read, and write a short summary of what happens in the story.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.
- _____

Success Criteria

- I can read sentences with more than one clause using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.
- _____

Guided Reading Notes

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