

# Leila, Chirpy and the Story-Writing Competition

PM Level 27

Ruby

**Text Type** Narrative

**Running Words** 3576



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share any experiences they or siblings have had with breaking bones. Discuss what happens when you go to the hospital and any technical language that students encountered, such as 'surgeon' or 'triage'.

### Orientation to the Text

- Leila's family's parrot, Chirpy, is full of personality. When Leila forgets to check his aviary is secured because she is distracted by thinking about a topic for the school writing competition, he takes the chance to escape. A series of events follows that turns out to make a great story.

## Building the Balanced Reader

### Grammatical Conventions

- Discuss the use of the hyphen in the compound adjective *story-writing*. Explain how hyphens are used to connect two words to make one adjective or idea. Draw students' attention to the fact that there are no spaces between the hyphen and the two words it is connecting.

### Vocabulary

#### Key Vocabulary

*ambulance, aviary, brightly, carefully, competition, concentrate, effortlessly, excitement, miserably, paramedic, properly, receptionist, suspiciously, thoughtfully, uncomfortable, vouchers, whimpering*

### Spelling

- Point out the words *reception* and *receptionist*. Discuss how the first part of the two words is the same, and discuss how the suffix changes the meaning.

### Visual Literacy

- Invite students to describe the style of the visuals included with the text. Ask, *What mood do the illustrations create? How is this reflected in the words of the text?*

## Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Who do you think Leila is? Who do you think Chirpy is?* Encourage students to explain their ideas.
- Point out the word *excitedly* on page 5 and explain that it is an adverb and provides more detail about how Leila skipped. Re-read the sentence without the adverb. Ask, *How does this change the reader's understanding of what is happening?*
- Read to page 9 together. Discuss the clues the author has given to help the reader predict what might come next. Ask, *How do you think the story will unfold? What tells you this?*
- Continue to page 33 and point out the adverb *happily*. Ask, *How was the base of this word changed to turn it into an adverb? What other words with similar meanings might the author have used?*
- Read to page 40 and review the predictions students made earlier. Ask, *Which of your predictions were correct? Has your thinking changed now that you are further through the story?*
- Continue to the end of the text and review the adverbs that were used. Ask, *Do you think the story would have been as engaging without the adverbs?* Invite students to find examples of adverbs that they felt were effective.

## Comprehension

- Why did Leila take Chirpy to the hospital? (*Literal*)
- Why did Leila giggle at Mr Wagner's comment? (*Inferential*)
- What are some different ways that Leila's family could prevent Chirpy escaping again? (*Applied Knowledge*)

## Follow-up Activity

- Model writing a character profile of Chirpy with students, including both physical and personality traits and a picture that captures what he is like. Ask students to choose another character from the text and create an illustrated profile of their own.

PM Level 27  
Ruby

Learning Intentions

- We are learning to analyse texts as we read.
- We are learning to understand how authors add detail to what they write.
- \_\_\_\_\_

Success Criteria

- I can make and justify predictions about what will happen in the story.
- I can adjust my predictions based on what I have read.
- I can find adverbs in the text and describe their effect on the reader.
- \_\_\_\_\_

Guided Reading Notes

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