

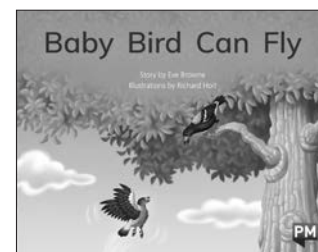
# Baby Bird Can Fly

PM Level 3

Red

**Text Type** Narrative

**Running Words** 45



## Preparing for Guided Reading

### Prior Knowledge

- Before reading the book, talk with students about how parents look after their babies.
- Discuss words for family members that students know and think might be in the book.

### Orientation to the Text

- Mother Bird flies up into the tree. Can Baby Bird fly up to join her?

### Key Language Structures

- Proper nouns are introduced – *Mother Bird*, *Baby Bird*.
- A range of punctuation, including exclamation marks and ellipses, is also used.

## Building the Balanced Reader

### Concepts About Print

- Encourage students to track the line breaks with their fingers to ensure that meaning is maintained.

### Vocabulary

#### Key High-frequency Words

*at, comes, is, Look, looks, too, up*

#### Content Words

*Baby, flying, Mother, tree*

### Decoding

- Read the word *Mother* and have students trace their fingers beneath it and identify the sounds.
- Remind students of words they know that are similar to words they are having difficulty with, e.g. *You know the word 'see'. This word has the same ending.*

### Fluency and Phrasing

- Discuss the use of the ellipses on page 14 and model how they change the way the words are read.  
*Baby Bird is flying  
up... up... up!*

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title of the book. Ask students to identify who is in the picture and what they think they are doing.

- Look at pages 2–5 together. As students encounter words they are not sure of, encourage them to read on, then go back to see what word would make sense.
- Look at pages 6–7 and help students to read the text on page 6. Ask, *What do you think is going to happen next? Why?*
- Continue to page 8. Ask, *Which two words are the same on this page?*
- Look at the text on page 12: *Here comes Baby Bird!* Point out the exclamation mark at the end of the sentence. Ask students to name the punctuation mark and explain its purpose.
- Finish reading the book together. Discuss whether the ending was the same as students' predictions.

### Comprehension

- Where was Mother Bird? (*Literal*)
- How do you think Baby Bird got down onto the ground? (*Inferential*)

### Follow-up Activities

- Ask students to find all the exclamation marks in the book, and practise reading the sentences together. Have each student suggest a sentence of their own that could end with an exclamation mark. Write out the sentences and have students illustrate them.
- Ask students to find *Mother Bird* and *Baby Bird* in the book and explain that the names of characters always start with a capital letter. Send students on a name hunt around the classroom to find examples of names of class members that have been written with an initial capital letter.
- Discuss how baby birds cannot fly when they are born and that they learn to do this as they get older. Have students think about things that they couldn't do when they were born that they can do now, and talk about their ideas with a partner. Allow time for them to share with the whole group.
- Ask each student to draw a picture of something they would like to learn to do. Write the sentence starter *I would like to learn to ...* for students to copy and help them complete their sentences. Collate their responses in a book that they can read during independent reading time.

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## Learning Intentions

- We are learning strategies to read unknown words.
- We are learning to use punctuation to help us read.

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## Success Criteria

- I can read on and go back to work out a word.
- I can change the way I read when I reach an exclamation mark.
- I can slow down my reading when I get to an ellipsis.

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## Guided Reading Notes

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