

# Zac and Chirpy

PM Level 3

Red

**Text Type** Narrative

**Running Words** 61



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about the importance of taking good care of pets. Discuss why a pet bird should have a large cage, food and water, and a safe environment.

### Orientation to the Text

- This is one of several stories about Zac. In this story, Zac's pet bird flies perilously close to an open door and Zac has to lure him back to safety with some food.

## Building the Balanced Reader

### Concepts About Print

- Recognise the following initial letters within the context of the story: *Z* – Zac; *Hh* – Here, hand.
- Link the visual pattern and sound of the upper and lower-case letters in: *Here, here; Come, come*.
- Talk about first and last letters of a word.

### Vocabulary

#### Key High-frequency Words

*at, Come, comes, Here, is, Look, me, my, no, on, said, to*

#### Content Words

*Chirpy, Zac, hand, Dad*

### Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent, steady rate.
- Locate and model the difference between the purpose of a full stop and a comma.

### Focusing on the Book – Guided Reading

- **Cover** Use the illustration and the blend *Ch* to decode the name *Chirpy*.
- **pp. 2–3** Discuss the fact that Chirpy is sitting on his food container in his cage. Ask, *What do you think Zac is planning to do for Chirpy? Why?*

- **pp. 4–5** Ask, *Do you think Chirpy is used to being handled? Why do you think Chirpy is so keen to go to Zac?*
- **pp. 6–7** Ask, *Where has Chirpy moved to? Why is Zac so worried about him?*
- **pp. 8–9** Discuss Chirpy's new location with students. Ask, *Do you think Chirpy will fly down to Zac?*
- **pp. 10–11** Talk about the interest Chirpy is showing in Zac's birdseed container. Encourage students to predict what might happen next.
- **pp. 12–13** Talk about Zac's idea to tempt Chirpy down. Ask, *Do you think Zac's idea has worked? What do you think Chirpy has seen in the white container?*
- **pp. 14–15** Ask, *How do you think Zac feels to have Chirpy safely on his hand?*
- **p. 16** Ask, *How do Dad and Zac feel now that Chirpy can no longer fly outside?*

### Comprehension

- What did Zac give Chirpy to eat? (Photograph interpretation) (*Literal*)
- What do you think Zac would have done if Chirpy had gone outside? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: practising writing the letter *Z* in lower-case and upper-case, and using it to complete words; choosing the correct versions of words and writing them to complete sentences; circling the word that matches each picture; choosing the correct word and writing it to complete the sentences.
- Talk about Zac's concern for the wellbeing of his bird. Invite students to share their own experiences of caring for a pet, including details about feeding and exercising.
- Explain that the bird in the story is a lorikeet. Talk about the other types of birds that people can have as pets, including budgerigars and canaries. Have students draw pictures of their favourite bird species.

## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can change my voice to display the purpose of a full stop and comma.

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## Guided Reading Notes

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