

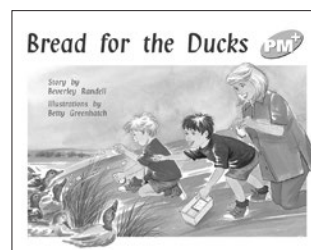
Bread for the Ducks

PM Level 6

Yellow

Text Type Narrative

Running Words 109



Preparing for Guided Reading

Orientation to the Text

- Show students a coloured photograph of a mother duck with a brood of young ducklings. Discuss how wild ducks gather at ponds, lakes and rivers, and become quite tame and friendly because people feed them.

Prior Knowledge

- Jack and Billy go down to the river with Mum to feed the ducks. The temptation to eat the bread is too much for Billy, however, and he just has enough left for the late arrival of three little ducklings.

Building the Balanced Reader

Concepts About Print

- Discuss the endings of the words: *ducks*, *ducklings*.
- Use *br* (**PM Library Alphabet Blends**) to develop an understanding of: *br* – *bread*.
- Revise the difference between a letter and a word.

Vocabulary

Key High-frequency Words

come, for, like, went

Content Words

river, ducks, bread, hungry

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Establish that Mum and the boys are down at a quiet little river. Talk about the bread that Jack has in the container. Read the title together.
- **Pages 2–3** Allow students time to study the picture and to read the text without further discussion.
- **Pages 4–7** Ensure that students can follow the text with the exchange of dialogue.

- **Pages 8–9** Discuss the illustration before reading the text.
- **Pages 10–11** Ask students to read the text and predict the outcome.
- **Pages 12–16** Study the remainder of the illustrations before reading the text.

Comprehension

- Who was the bread meant for? (*Literal*)
- Why did Jack give bread to the ducks? (*Inferential*)
- Why was there no bread left? (*Inferential*)

Follow-up Activities

- Using *Big and little* (PM level 2), list the animals featured and their babies. On card, have students, using crayon and dye, draw an animal with its baby. Write a simple repetitive caption on each child's drawing. Cut the cards to make two-piece reading puzzles.
- Make enlarged books about the Jack and Billy stories. Have students write and illustrate some part of their favourite story.
- Have students draw and write about feeding other animals, e.g. *I feed our cat. She pushes against my leg.*

Bread for the Ducks

Date _____

PM Level 6

Yellow

Learning Intentions

- We are learning to use different strategies to help us read unknown words.
- We are learning to remember information to help us understand what we are reading.

• _____

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 sequence the beginning, middle and end events to retell the story.

• _____

Guided Reading Notes

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