

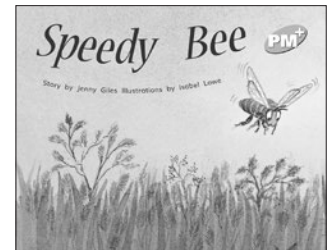
Speedy Bee

PM Level 6

Yellow

Text Type Narrative

Running Words 106



Preparing for Guided Reading

Orientation to the Text

- Show students a large coloured photograph of a bee and honeycomb with larvae. Explain to students any relevant facts that would help them to understand the story.

Prior Knowledge

- Speedy Bee is an animated fantasy creature. This is a story with a plot that has scientifically accurate facts.

Key Language Structures

- Use *fl* and *gr* (**PM Library Alphabet Blends**) to develop an understanding of: *fl* – flowers, *gr* – grass.
- Exclamation mark – revise the punctuation symbol, name and meaning.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

down, home, look, went

Content Words

Speedy, bee, baby, hungry, flowers, trees, grass, garden, blue

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** Read the title to students articulating the words slowly and clearly. Have them repeat the title as the words are pointed to. Draw their attention to the double *ee* in both words.
- **Pages 2–3** Explain this illustration before reading the text together.
- **Pages 4–5** Some explanation will be required so that students understand the meaning of *food* in this context.

- **Pages 6–11** Ensure that students understand why Speedy Bee is searching for flowers. Point out that on pages 10 and 11 the ellipses indicate that there is more to come and the passing of time.
- **Pages 12–16** The brightly coloured blue flowers attract Speedy Bee. Use a real flower to reinforce students' understanding of the term *pollen*. Talk about the pollen sacs filled with the food for the baby bees.

Comprehension

- What did Speedy Bee go looking for? (*Literal*)
- Did Speedy Bee find food for the baby bees at first? (*Inferential*)
- Where did Speedy Bee find the food? (*Inferential*)

Follow-up Activities

- Have students make bees from rolled tubes of light card. Attach paper wings and invite students to paint and decorate their bee. Suspend the bees over a garden of blue paper flowers or against a mural of a flower garden. Add captions.

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Learning Intentions

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

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

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Guided Reading Notes

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