

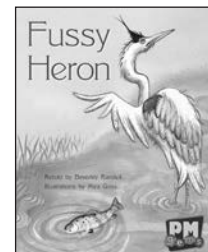
# Fussy Heron

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 176



## Preparing for Guided Reading

### Prior Knowledge

- Read some other fables, such as *Magpie's Baking Day* (**PM Library** Level 9). Identify the fact that these fables contain morals.

### Orientation to the Text

- In this story, Heron is standing in the river, waiting for the best fish to eat. As he waits, he rejects spotty fish and small fish. Due to his own fussiness, he eventually has to settle on a snail for his meal.

### Key Language Structures

- Irregular past tenses: *saw, said*.
- Use of dialogue to add interest and express personality.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*best, can't, getting, gone, have, laugh, let, myself, now, old, saw, so*

#### Content Words

*Heron, river, water, green frog, beautiful, fish, spots, hungry, dear, snail*

### Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

### Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

### Focusing on the Book – Guided Reading

- Ensure that the students use the illustrations to predict meaning.
- Read the title together and discuss the cover illustration.
- Heron is extremely fussy about what he eats. Discuss his mistakes as he makes them.

- Talk about Heron's vanity as he admires his reflection in the water. Ask students if they think the old green frog is as impressed with Heron's appearance as Heron is. Discuss Heron's pride, and his refusal to eat anything but the best fish in the river.
- Ask students to count the number of small fish swimming by Heron on pp. 8–9, and consider whether all of the little fish would make a good meal for Heron.
- Talk about the old green frog. Ask students if they think he is a wiser animal than Heron.
- Ask, *What does the bold text on p. 14 tell us about Heron's feelings about eating the snail? Why does the old frog think this is so funny?*
- Find words in the book that end with -y: hungry, tiny, fussy. Suggest other words with the same final sound and spelling.
- Discuss with students the moral of the story: *do not be too fussy*.

### Comprehension

- Do you think Heron should have eaten one of the big spotted fish? Why/why not? (*Inferential*)
- Do you think is better to be beautiful, or to be sensible? Why/why not? (*Literal*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct adjectives to complete the sentences; writing the correct adjective for each animal in the story and drawing a picture of each of them; writing the correct blends to complete the words; matching the sentences from the story to the pictures below.
- Talk with students about the foods they like most, and the foods they like least. Have them draw a picture of the three foods they like the most, and the top three foods they most dislike.
- Talk with students about water birds such as herons and cranes. Have them look at Heron's long legs and neck and make a list of reasons why Heron should be good at catching fish to eat.

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## Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- \_\_\_\_\_

## Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- \_\_\_\_\_

## Guided Reading Notes

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