

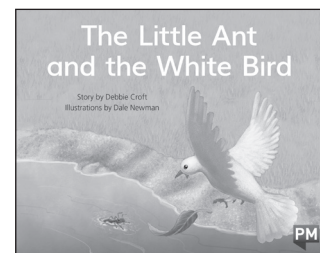
# The Little Ant and the White Bird

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 189



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the concept of a fable. A fable always has a moral or a message for the reader.

### Orientation to the Text

- *The Little Ant and the White Bird* is a fable. The thirsty little ant fell into a river while he was drinking. The white bird dropped a leaf into the river and saved the ant. The ant promised to help the white bird one day.

### Key Language Structures

- More complex two-clause sentences are being introduced, e.g. *A little ant came out of the long grass to find some water to drink.*
- Adjectives add meaning to the nouns in the text, e.g. *hot day, long grass.*

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*fast, long, new, slowly, Then, Who*

Content Words

*drink, river, water*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *long*. Encourage students to sound the word out. Ask, *What sound does the letter o make in this word?*
- Articulate clearly the word *Splash*. Talk about the imagery conveyed through the use of specific intonation.

### Fluency and Phrasing

- Locate familiar words to develop smooth reading.
- Encourage students to make appropriate predictions about the text to assist with understanding.

## Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to predict what the story might be about.
- Ask students to look through the illustrations to identify the orientation (page 2) and complication (page 6) of the narrative. Ask students to suggest ways that ant's problem (complication) could be solved. Ask students to note their prediction.
- Look at the text on page 10. Ask, *What is the author suggesting by placing the words down ... down ... down on three lines?*
- Continue to read to the resolution (page 16). Ask students to compare the resolution with the prediction. Discuss each component of the narrative. Note how the illustrations help to tell the story.
- Ask students to retell the story in their own words.
- Ask students to suggest what the moral of this story is.

## Comprehension

- Why did the white bird drop the leaf into the river? (*Literal*)
- Why did the ant tell the white bird that one day he would help her? (*Inferential*)

## Follow-up Activities

- Ask students to list and draw pictures to support the descriptive words from the story, e.g. *very hot day; white bird; long grass.*
- Investigate other fables. Read and discuss the moral for each of the fables. e.g. *The Town Mouse and the Country Mouse, The Lion and the Mouse or The Hare and the Tortoise.*

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## Learning Intentions

- We are learning that a narrative has an orientation, a complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

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