

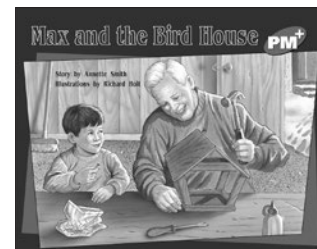
# Max and the Bird House

PM Level 11

Blue

**Text Type** Narrative

**Running Words** 190



## Preparing for Guided Reading

### Orientation to the Text

- Read pp. 8–9 in *Walking in the Winter* (PM level 14/15). Talk about caring for birds in the local environment during winter.

### Prior Knowledge

- This is another story about Max and his grandad. It is winter and Max wants to feed the birds. Unfortunately, a big cat frightens them away. The problem is solved when Max helps his grandad make a bird house.

### Key Language Structures

- Adjectives add meaning to the nouns in the text, e.g. *hungry birds, little house, good place*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*fence, over, place, winter*

#### Content Words

*bread, nuts, snow*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

### Focusing on the Book – Guided Reading

- Discuss the cover illustration. Link this to the title of the book.
- Recall other stories about Max and Grandad. Discuss the snowy conditions and that in some places this is usual during winter.
- What has Grandad been doing? Why? Observe the cat and predict what the birds will do when they see it.

- Read the text and examine the illustration to check students' predictions. Read the text with appropriate expression.
- Ask, *How do we know it is the next day?*
- Talk about how the problem will be solved.
- Discuss suitable places to hang a bird house.
- Revise contractions, e.g. *let's*.
- Examine the text for opposites to: *hot, under, inside, summer, big, bad, down*.
- Reinforce the change of the onset: *nut, but*. What other words fit this pattern?

### Comprehension

- Why was it snowing? (*Literal*)
- Why did Max say the birds might not come back for the food? (*Inferential*)
- What were the birds safe from in the end? (*Inferential*)

### Follow-up Activities

- Make a bird house similar to the one in the story. Use an old tray as a food container. Attach the bird house to a safe wall or nail it to the top of a post. Take photographs of students helping. Display these with captions.
- Make modelling dough from two cups of flour, one cup of salt, three-quarters of a cup of warm water and one tablespoon of vegetable oil. Stir together and then knead until firm. Have students roll the dough until it is flat. Each student can then cut out the shape of a bird and push a straw through it to make a hole. When dry, the birds can be painted with acrylic paints.

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• \_\_\_\_\_

## Guided Reading Notes

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