

Bird Watching

PM Level 19

Purple

Text Type Narrative

Running Words 478



Preparing for Guided Reading

Orientation to the text

- Observe birds in the school grounds. Explain why students must keep a suitable distance away, so that the birds do not become alarmed.

Prior knowledge

- Ben was first met as a **PM Plus** character in level 15. In this story, Ben and his friend Justin watch the activities of a family of blackbirds. This is a narrative story that includes factual information about blackbirds.

Building the Balanced Reader

Vocabulary

Key vocabulary

backwards, covered, forwards, learned, stronger

Content Words

blackbird, chirping, grumpy, hatch, insects, mower, staring, worry

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title and study the cover illustration. Identify the mother bird by her brown feathers. Explain that the father bird is black.
- Notice the presence of Ben's mother in the illustration. This gives an impression of supervision. Talk about why the upstairs bedroom window is a suitable place for watching the birds. Search the text for factual information, e.g. the eggs take about two weeks to hatch. Point out that the illustrations are scientifically correct.
- Talk about how the parent birds share the rearing task. Confirm that the illustrations reinforce textual details.

- Continue to search the text for factual information about the blackbirds. Talk about the boys' feelings when they discovered the empty nest!
- Discuss Ben's final statement, *And now we don't have to worry about them any more.*
- Revise words that double their final consonant before the endings *ing* or *er*: *flap, flapping; big, bigger.*
- Revise digraphs in initial and final positions: *hatch, chirp.*
- Write selected phrases from the story on the whiteboard, e.g. *sitting quietly on her nest or flapped their wings.* Talk about how meaning for the reader is enhanced by the author's choice of vocabulary.
- Practise reading words where only the medial vowel/s change, e.g. *hatch* and *hutch*; *flap, flip* and *flop*; *black* and *block*; *laid* and *load*; *find, fond* and *fund.*
- Locate adverbs and revise their role in adding meaning to verbs in the text, e.g. *quietly, wobbly.*

Comprehension

- Why did Justin go home with Ben after school? (*Literal*)
- What did the parent birds do with the insects, worms and caterpillars? (*Inferential*)
- How did the baby birds get out of the nest? (*Inferential*)

Follow-up activities

- Re-read the text for factual information about blackbirds. Record the facts on a 'knowledge map'. Have students write about the facts in individual booklets. Suggest they include a contents page. Once completed, these booklets can be shared students who have not read the book.
- Write new stories about other young animals, e.g. a new litter of kittens. Talk about using 'exciting' words that will interest readers.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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