

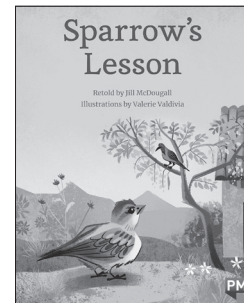
Sparrow's Lesson

PM Level 19

Purple

Text Type Narrative (Fable)

Running Words 464



Preparing for Guided Reading

Prior Knowledge

- Students should be aware of what a fable is and that fables communicate a message or moral.
- Discuss what a sparrow is and how sparrows behave, as well as how they are different from crows.

Orientation to the Text

- Sparrow gets cross when Crow won't show her what he found on the ground. When Sparrow fails to get sympathy from her other friends, she orchestrates a chain of events that makes everyone upset. It is only when Crow shows Sparrow the object that Sparrow realises the error of her ways.

Building the Balanced Reader

Vocabulary

Key Vocabulary

annoyed, annoying, anyway, finish, frighten, happily, important, leap, quite, really, stared, underneath, You're

Content Words

barn, Crow, Flea, hopped, hopping, Pony, shiny, Sparrow

Decoding

- Revise key high-frequency words that often cause difficulties, such as *were*, *said* and *should*.
- Support students to look for familiar parts of longer words to help them quickly break them down and make them manageable.
- Look at the word *happily* on page 16 together. Ask, *What is the base of this word? How was the base changed to make happily?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Introduce the two characters of Sparrow and Crow, and ask, *What do you notice about Sparrow in the cover illustration? What do you think is happening?*
- Point out the word *hopping* on page 2. Ask, *What is the base of this word? How was it changed when 'ing' was added? What other verbs can you think of that double the final letter when 'ing' is added?*
- Continue to page 5. With students, talk about what cause and effect is. Ask, *What caused Sparrow to get cross? What effect did this have?*

- Look at the word *sitting* on page 6. Ask, *What does this word have in common with hopping? How was the base changed when 'ing' was added?*
- Read to page 9 together. Talk about the actions that Sparrow has taken, what caused her to take them and what effect they had.
- Read pages 12–13 together. Ask, *What caused Dog to run after Cat? What effect did this have?*
- Point out the word *biting* on page 12. Ask, *What is the base of this word? How was the base changed when 'ing' was added?*
- Re-read the book together and invite students to share their observations about causes and effects throughout the story. Discuss the moral of the tale.

Comprehension

- Why did Sparrow get cross with Old Pony? (*Literal*)
- Why do you think Crow didn't want to show Sparrow what he had found? (*Inferential*)
- What other stories does this book remind you of? Why? (*Applied Knowledge*)

Follow-up Activities

- With students, make a list of all the verbs ending in 'ing' from the book. Sort them into three groups: one group where the base was not changed, one where the final letter of the base was doubled, and one where the final 'e' of the base was dropped. Add more examples that are not in the book to each group. Together, make some generalisations about when the final letter is doubled and when the final letter is dropped if you are adding an 'ing' suffix.
- In small groups, ask students to act out the story. Talk about how each of the characters in the story feels and how this can be conveyed, as well as how students can act like the different animals in the book.
- Model writing an acrostic poem using the word *Sparrow* as a base and incorporating information about Sparrow's actions and her character. Ask students to choose another character from the text and write their own acrostic poems. Support them to make an illustrated version to put on display.

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Date _____

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Learning Intentions

- We are learning to identify causes and effects.
- We are learning to identify and understand the 'ing' suffix.

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Success Criteria

- I can explain why events in the story happened and what effect they had.
- I can find verbs in the story ending in 'ing'.
- I can identify the bases of 'ing' words and explain how they were changed to add 'ing'.

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Guided Reading Notes

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