

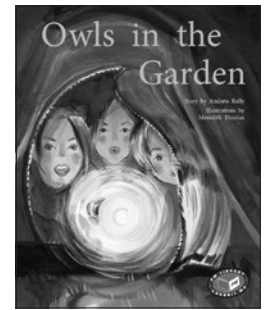
Owls in the Garden

PM Level 21

Gold

Text Type Narrative

Running Words 670



Preparing for Guided Reading

Orientation to the text

- Have students share their own experiences of sleeping outdoors. Discuss the fact that owls are nocturnal creatures and come out at night.

Prior knowledge

- In this story, Katie and her friends enjoy sleeping outdoors in a tent. Katie's brother attempts to frighten the girls. However, he is in for a surprise!

Building the Balanced Reader

Vocabulary

Key vocabulary

different, guessed, sniffing, sure

Content Words

banged, beam, bulged, burst, clutched, ghost, giggle, imagine, nor, rustled, shadow, shone

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title, and the names of the author and illustrator. Have students predict what the story might be about.
- Talk about why Katie and her friends are going to sleep outside. Look closely at the illustration of Martin on pp. 2–3. Ask, 'Why is Martin looking and acting this way?'
- Discuss with students the things that they are afraid of. Talk about the possibility of a ghost owl being real. Encourage students to talk about camping out overnight.
- Ask, 'What other noises might the girls have heard?' Revisit the possible reality of the noises being a ghost owl.

- Talk about the call of an owl. What does it sound like? Who or what do students think made the *whoo, whoo* sound?
- Ask, 'Who or what made the new *tu-whit, tu-whoo* sound?' Have students predict what or who burst out of the bushes on pp. 12–13.
- Examine the illustrations on pp. 14–16. Were students' predictions correct? Read the text. Ask, 'Did Martin get what he deserved?' Have students justify their answers.
- Clap, say and write these words as syllables: im/ag/ine; an/y/thing; an/oth/er; choc/o/late
- Discuss the use of italic and bold font for the bird calls.

Comprehension

- Why did Mum and Dad try to stop Martin teasing the girls? (*Literal*)
- Who or what was making the noise in the bushes behind the tent? (*Inferential*)
- Do you think the girls will stay in their tent all night? (*Applied Knowledge*)

Follow-up activities

- Ask students to do some research and make a list of other animals that are nocturnal.
- List reasons why some animals are active in the day time, and others are active at night time.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.
- _____

Guided Reading Notes

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