

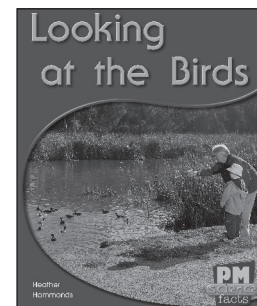
Looking at the Birds

PM Level 8/9

Yellow

Text Type Recount

Running Words 156



Preparing for Guided Reading

Prior Knowledge

- List different types of birds found in a park.
- Discuss reasons for Grandpa carrying binoculars as he and his grandson look for birds.

Orientation to the Text

- In this book, a boy and his grandpa go to a park to look at the range of birds that live there.

Key Language Structures

- Personal tone conveyed through first-person description.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

by, did, had, have, his, saw, swimming, us, very

Content Words

grandpa, park, birds, tree, grass, nest, mother, baby, seeds, pond, pet

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Ask, *What type of birds are the boy and his grandpa looking at in the photograph?*
- **pp. 2–3** Ask, *Can you see any birds in the photograph? Whereabouts in this park do you think they will find the most birds?*

- **pp. 4–5** Ask, *Do you think the little birds noticed the boy and Grandpa sitting under the tree? Why/Why not?*
- **pp. 6–7** Ask, *Why do you think Grandpa brings his bird book to the park? What does it help them do?*
- **pp. 8–9** Discuss what the baby birds are being fed on p. 9. Ask, *What do you think the mother bird had to do to find the food?*
- **pp. 10–11** Ask, *How does the boy know the birds are hungry? What happens when Grandpa gives the birds some seeds? Why don't the birds go away?*
- **pp. 12–13** Talk about the ducks in the pond. Ask, *What do you think the ducks in the pond eat? Why is the water a good place for them to find food?*
- **pp. 14–15** Talk about the boy's pet budgie. Ask, *What does the boy need to do to keep the budgie healthy and happy?*
- Talk about the consonant/vowel/consonant pattern in: *his, hid*. Change the final consonant to make new words, e.g. *him, hit, hill*.

Comprehension

- Why did the boy and his grandpa sit very still by the tree? (*Inferential*)
- Why didn't the hungry birds fly away? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing letters to complete words, then choosing correct words to complete sentences; writing correct phrases to describe where different types of birds are found; writing verbs in past tense form and choosing the correct verb to complete the sentence.
- Ask students to think of the different types of birds they have seen during visits to parks. Have them make a list of every bird they can think of, and draw a picture of their favourite amongst these.
- Have students draw a bird-viewing platform that they could hide behind to watch birds in the wild. Encourage them to make the platform as camouflaged as possible.

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Date _____

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Learning Intentions

- We are learning that a narrative text has an orientation, 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