

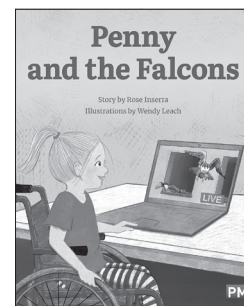
Penny and the Falcons

PM Level 20

Purple

Text Type Narrative

Running Words 604



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of the life cycle of birds. Discuss how birds make nests to lay their eggs in, and that baby birds hatch from the eggs.
- Students should be familiar with everyday technologies such as computers, webcams and the internet, and what each can be used for.

Orientation to the Text

- Penny is excited when she spots a pair of peregrine falcons nesting on a window sill outside an apartment block opposite hers. Her excitement grows when the city ranger organises a webcam so that Penny's whole class can keep an eye on the birds and watch as the eggs start to hatch.

Building the Balanced Reader

Vocabulary

Key Vocabulary

alone, answered, apartment, computer, grinning, near, noticed, pair, replied, screen

Content Words

binoculars, buzzer, camera, classroom, crack, falcon, feeding, fluffy, internet, okay, peregrine, ranger, scrape, sill, strange, video, webcam, window

Decoding

- Talk about the smaller words that make up compound words in the text, such as *webcam*.
- Encourage students to monitor for accuracy as they read by ensuring they read through to the end of the word, rather than relying only on initial letter cues.
- Look at the word *binoculars* on page 2 together. Ask, *How many syllables are in this word? Where would you break it to make it easier to read?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Discuss how narratives are usually written in the past tense and what this means. Ask, *What past-tense verbs do you think we might find in the book? Make a list of students' responses.*
- Read pages 2–3 together. Ask, *What words and phrases tell you where this story takes place? What other information helps you to understand the setting?*

- Tell students that many past-tense verbs end in 'ed'. Together, find the past-tense verbs on page 2. For each, ask, *What is the base of this word? How was the base changed to turn it into a past-tense verb?*
- Continue to page 9. Ask, *What additional information do we know about where the story is set? What makes the setting unusual for the falcons?*
- Find the past-tense verbs on page 12 together. Ask, *Which of these words do not end in 'ed'? What is the base of each of these verbs?*
- Continue to page 18. Ask, *How has the setting of the story changed? Why do you think the author moved the action to a different setting?*
- Read to page 21. Ask, *What do you know about Penny's school from the story and illustrations? Which of these details are important to the story?*
- Review the past-tense verbs as students read to the end of the text. Ask, *How was 'reply' changed to make replied? What other verbs do you know where the final 'y' changes to 'i' when 'ed' is added?*

Comprehension

- Who did Penny want to call when the falcons had not returned to the nest? (*Literal*)
- Why do you think the falcons chose the window sill for their nest? (*Inferential*)
- What skills and knowledge would a city ranger need to have? (*Applied Knowledge*)

Follow-up Activities

- With students' help, make a list of words and phrases to describe where Penny lives. Provide students with a Venn diagram and guide them to complete it by recording what is unique about where they live and where Penny lives, and what the two locations have in common.
- Discuss what a ranger is and some of the different kinds of rangers, such as city rangers and park rangers. Contact a local ranger from your area to come and talk to students about what they do, or look up information about local ranger services.
- Invite students to suggest the names of birds that can be found in the local area. Look up photos of each so that all students know what each bird looks like. Spend some time outside conducting a bird census at school or in a nearby park or reserve. If possible, tie this in with an event such as the Aussie Backyard Bird Count, which is held in October each year, so that students can contribute data to a genuine census.

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Date _____

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Learning Intentions

- We are learning to identify and describe the setting in a narrative.
- We are learning to recognise and form past-tense verbs.

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Success Criteria

- I can use information from the text to describe and discuss where the story is set.
- I can explain why the setting of the story is important.
- I can find past-tense verbs in the story and describe how they were changed from the present-tense form.

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Guided Reading Notes

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