

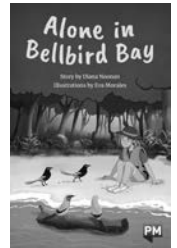
Alone in Bellbird Bay

PM Level 28

Ruby

Text Type Narrative

Running Words 4755



Preparing for Guided Reading

Prior Knowledge

- Invite students to close their eyes and think about what it might feel like to be alone on a deserted beach. Ask them to describe what they would be able to see, hear, smell and feel. Use this as a springboard to predict words and events that might be in the text.

Orientation to the Text

- Isla is worried that Grandad is feeling lonely now that Gran is living in a care home. When she offers to keep him company for a week of the school holidays, she and Grandad embark on an adventure that turns out to be part birdwatching and part rescue.

Building the Balanced Reader

Grammatical Conventions

- Highlight the use of past-tense verbs in the narrative, such as *were*, *answered* and *jumped*. Discuss why past-tense verbs are often used in narratives and compare these with present-tense verbs used in direct speech in the text.

Vocabulary

Key Vocabulary

archery, beacon, binoculars, company, concentrate, driftwood, earmuffs, helicopter, hermit, kayaker, library, lonely, panicked, propellers, reception, residents

Spelling

- Discuss the base of the word *panicked* and talk about how it has been changed to turn it into a past-tense verb. List other words with the same spelling pattern, such as 'frolicked', 'mimicked' and 'picnicked'.

Visual Literacy

- Guide students to consider how drawings are used to support the mood of the action in the text. For example, examine the colours used for the forest on page 33 and how they reflect Isla's feelings.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you know about Bellbird Bay from the cover? How might this be important to the story?*

- Point out the word *dishwasher* on page 5. Ask, *What kind of word is this? If you didn't know what it meant, how could you break it down to help you work it out?*
- Continue to page 17 and invite students to describe the setting that Isla is now in. Ask, *What aspects of the setting are important to the story so far?*
- Read on to page 24. Ask, *What words and phrases has the author used to help you to picture the setting? Why might these be important?*
- Analyse the word *driftwood* on page 25 with students. Ask, *What extra information does the word 'drift' give us to help describe the wood?*
- Stop on page 38. Ask, *What aspects of the setting are important to the action in the story?*
- Ask students to break down the word *earmuffs* on page 40 into two smaller words. If necessary, look up the meaning of the word 'muff' and talk about how knowing this can help readers to work out what earmuffs are.
- Find the word *overturned* on page 42. Ask, *What two words is this compound word made up of? How does each smaller word contribute to the meaning? Locate and discuss other compound words on the page.*
- Read to the end of the text. Ask, *Why do you think the author chose to set this story at the seaside? What aspects of the story would be different in a different setting?*

Comprehension

- What changed Grandad's mind about joining a group? (*Literal*)
- How do you think the kayak overturned? (*Inferential*)
- What equipment should you pack if you are going out on a boat? (*Applied Knowledge*)

Follow-up Activities

- Listen to some bird calls online. Try to find birds from your local area. Encourage students to imitate and describe the different calls.
- Conduct a bird count in your local area. Work together to identify the different birds that you see and research where their names come from and where in the country they are typically found.
- Challenge students to think about how the story would be different if it were set in another location, such as in a forest or a city. Ask students to choose a setting and use it to rewrite the story.

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Learning Intentions

- We are learning to describe and understand the importance of setting in a narrative.
- We are learning to read and analyse longer words.

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Success Criteria

- I can use information from the text to give a detailed description of the setting.
- I can explain why the setting is important to the events in the narrative.
- I can use the parts of a compound word to help me work out the meaning.

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Guided Reading Notes

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