



Fly, Baby Birds!



Word Count: 178 **Text Type:** Narrative

High-Frequency Word Focus: bird, fly, four, red

Content Words: babies, bird, dive, flap, fly, glide, nest, wings

Language Features: (punctuation, vocabulary, sound and letter knowledge) command words; final blend *ng*; vowel digraph *ai*

LITERACY

Interacting with others:

engage in conversations and discussions; use interaction skills

Interpreting, analysing, evaluating:

identify some differences between imaginative and informative texts; read texts using a variety of developing strategies; use comprehension strategies to build meaning

Creating texts:

create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

LITERATURE

Responding and examining:

share personal responses and make connections with own experiences

Creating literature:

recreate text using writing and drawing

LANGUAGE

Text structure and organisation:

understand concepts about print and screen – digital text; recognise the purpose and effects of punctuation

Expressing and developing ideas:

explore the use of verbs – commands; understand the use of vocabulary; write high-frequency words

Sound and letter knowledge:

manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they have ever seen a nest of baby birds with the mother bird close by. Ask if they know how a mother bird looks after her babies.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students, and have them discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, and use them to predict what the story might be about.

Outlining focuses: Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about the baby birds, they will be talking about command words, the *ng* blend, and the sound made by *ai*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Return students' attention to the start of the book, then read the text using appropriate expression. Pause to clarify unfamiliar words where necessary, and point to details in the illustrations.

Guiding: Using a positive and encouraging tone, invite students to read from their books. Remind them

to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask why the birds do not want to leave the nest. Reread pages 10 to 13. Ask why the baby birds are scared to leave the nest despite being shown how to glide and dive. Ask how Mama Bird was able to give her babies confidence. Reread pages 14 to 16. Ask what inspired the baby birds to leave. Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Literature

Responding and examining: Ask students if they have ever been nervous when trying something new. Have them share their experiences.

■ Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities.

Expressing and developing ideas: Explain to students that command words give directions and orders. They are often located at the beginning of sentences and followed by an exclamation mark. Have students point out the commands on page 2. Explain that the command word is *fly*. Ask students to look for other command words in the text.

Sound and letter knowledge: Model the pronunciation of *wrong* on page 2, write it on the board, and underline the *ng*. Repeat with *wings* on page 16. List more words with this ending, such as *bang* and *song*.

Have students find the word *said* on page 2. Write *said* on the board, underline the *ai*, and model pronunciation. Explain that in this word, the *a* and *i* combine to make a single short *e* sound. Ask students to think of other words where *ai* makes this sound (for example, *air*, *hair*, *stair*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Fly, Baby Birds!* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to write a list of ten animals. Next to each, ask them to describe how the animal moves (for example, rabbit: hop; shark: swim). They could illustrate each animal.
- Have students divide a page in three and head the sections *Start*, *Middle*, and *End*. Ask them to write and illustrate one sentence that describes the main idea from each part of the story.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

9e – Fly, Baby Birds!1. Circle the **(ng)** in these words.

wing

sing

sting

fling

song

sung

king

thing

wrong



2. Fill in the blank. This is a _____.



3. Did Mama Bird say this? Tick Yes or No.

	Yes	No
“Fly, all of you!”		
“Glide down.”		
“Dive down.”		
“Flap your wings, like me.”		

Name _____

9e – Fly, Baby Birds!

1. Tick Yes or No.

	Yes	No
Were the babies scared to fly?		
Were there five diving birds?		
Did the babies glide?		
Did the babies leave their nest?		

2. Draw Mama Bird and her babies flying from the nest.



