

# The Big Bad Wolf

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 358



## Preparing for Guided Reading

### Orientation to the text

- Read *The Three Little Pigs* (PM level 15).

### Prior knowledge

- This is the final book in the series about Max and his grandfather. Max is disappointed when he gets a very bad cold and cannot be in the school play. However, Grandad comes to the rescue.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*afternoon, felt, great, huff*

#### Content Words

*clapped, tell, third, until, video*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

### Focusing on the story – guided reading

- Read the title and discuss the cover illustration. Look at the cover and vignettes and point out that the characters are rehearsing a play.
- Remember that Max lives with his grandfather. Notice that he has come to school to meet Max. Invite students to talk about plays they have acted in. Discuss their feelings of excitement when they were selected to take part.
- Talk about what the third little pig did to 'trick' the wolf. Discuss why Grandad helped Jake into the car.
- Discuss the need to practice if something is to be familiar. Revisit the names for days of the week. Talk about why Max cannot go to school if he has a very bad cold. Observe his disappointment.

Recall Grandad's warm relationship with Max. Ask students to predict what he will say in response to Max's request.

- Focusing on the disappointment Max feels when he is sick and can't perform in the play. Talk about the solution when his grandad fills in for him.
- Check predictions. Ensure that students read the dialogue on these pages with expression. Talk about Max's feelings even though he was unable to be in the play himself.
- Examine common word endings in *better, teacher, over, after*.
- Revise the names for days of the week.
- Discuss the names for ordinal number, e.g. *first, second, third*.
- Talk about why italics is used for book titles, e.g. *The Three Little Pigs*.

### Comprehension

- What was the play called? (*Literal*)
- Why couldn't Max perform in the play? (*Inferential*)
- How did Miss Green help Max enjoy the play? (*Inferential*)

### Follow-up activities

- Read *The Three Little Pigs* together. Give a group of students time to practise the play before presenting it to the class. Make masks and have the actors wear them when performing the play.
- Read other books about Max and his Grandad, e.g. *Max Goes Fishing, Max and the Little Plant* (PM level 8), *Max and the Bird House* (PM level 11), *A Friend for Max, Max and Jake* (PM level 12) and *New Glasses for Max* (PM level 13). Invite students to write about their favourite stories.
- Have students draw the part they would have liked to perform in the play. As they share their pictures, ask each student to explain why they selected that part.
- Discuss reasons why students have sometimes been unable to go to school. Write about these reasons and display them as a wall chart.

# The Big Bad Wolf

Date \_\_\_\_\_

PM Level 16

Orange

## Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

• \_\_\_\_\_

## Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

• \_\_\_\_\_

## Guided Reading Notes

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