

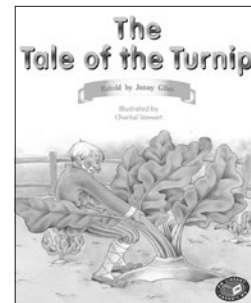
The Tale of the Turnip

PM Level 16

Orange

Text Type Narrative

Running Words 944



Preparing for Guided Reading

Orientation to the Text

- Explain that this book is another traditional tale. Talk about how and why these stories are passed from one family to another.
- Discuss the word *Tale*. Ask students if they think this will be a true story or a make-believe story.

Prior Knowledge

- Ask students to look at the front cover and explain what a turnip is.
- Discuss how turnips grow and what they can be used for.

Building the Balanced Reader

Vocabulary

Key Vocabulary

began, couldn't, dinner, enormous, others, seeds, than, turnip, until

Content Words

both, grew, shone, soup, woman

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

- Discuss the title page illustration. Talk about the characters and the setting. Read the title. Note that the story has been retold.
- Direct students' attention to the 'add on' text feature that gradually introduces extra characters in the story.
- Read up to the end of p. 7 of *The Tale of the Turnip*. Discuss solutions to the old man's problem which would not require the help of other people. Have students draw a large picture of their idea.

- Ask students to explain why some sentences in the text are very long. Note the inclusion of commas, to break these sentences into readable sections.
- Extend the text by staging the play. The children can make their own masks from the templates provided on pp. 20–32 of this teachers' guide.

Comprehension

- What helped the turnip seeds to grow? (*Literal*)
- Who was the greatest help in pulling out the turnip? (*Inferential*)
- What is the message for the reader in this story? (*Inferential*)

Follow-up Activities

- Plant a variety of different seeds, e.g. radish, turnip, alfalfa etc. Observe, measure and record the progress of each type of seed over a period of two to three weeks. Compare and discuss the similarities and differences of the growth patterns.
- Ask students to find out which vegetables grow above the ground and which grow below the ground. Make a pictorial chart of the results.
- *The Tale of the Turnip* is a 19th century Russian folk tale. Study the characters on pp. 12–13. Talk about their clothing and the traditional clothing worn by other cultures. Students may want to use the school library to find out more about traditional clothing. Make a book or a wall chart about this information.
- Read several traditional tales to students. Ask them to choose their favourite tale and rewrite it in their own words. Encourage them to add the reasons why they liked that tale the best.
- Talk about the old man's problem and the solution he came up with. Ask students to write about a small problem they have had and the way it was solved. Discuss these as a group.
- Make glove puppets of the characters in the story. Perform the play to the rest of the class using the puppets.
- Talk about ways in which students help out in their families. Give students hand shaped paper. Have them write about a time they helped someone in their family. Display the 'hands' on the wall at students' eye level.

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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.

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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.

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Guided Reading Notes

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