

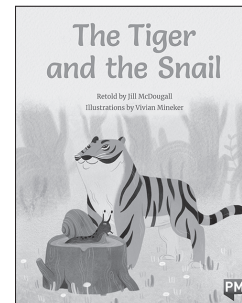
The Tiger and the Snail

PM Level 16

Orange

Text Type Narrative (Fable)

Running Words 314



Preparing for Guided Reading

Prior Knowledge

- Explain to students that this narrative is a fable and that it has a moral or a message. Share some other examples of fables that students may be familiar with.
- Students should be familiar with the basic characteristics of snails and tigers.

Orientation to the Text

- A tiger gets a surprise after he taunts a snail about being slow. The snail challenges him to a race, but when the snail appears to beat the tiger to the end, the tiger learns a different lesson.

Building the Balanced Reader

Vocabulary

Key Vocabulary

afternoon, another, how, other, quickly, side, track, until

Content Words

clever, race, river, runner, snail, surprised, tiger, winner

Decoding

- Point out the difference in meaning and pronunciation between *hid* and *hide* on page 6.
- Remind students to go back and re-read the text, paying attention to whether what they read sounds right, when they misread a word or words.
- Look at the word *surprised* on page 10 together. Ask, *How many sounds are in this word? How many letters does it have?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think the tiger and the snail might be doing together? How would you describe each of them?*
- Point out the word *runner* on page 2. Ask, *What is the base of this word? What has been added to this word to make it 'runner'?*
- Continue to page 7. Ask, *What do you think of the text so far? How is the author trying to make you feel?*

- Point out the word *faster* on page 10. Ask, *What is the base of this word? How has adding 'er' changed the meaning of this word?*
- Read page 11 together. Explain the common purposes for writing a text, such as entertaining, informing, persuading or explaining. Ask, *Why do you think the author wrote this text? What makes you say that?*
- Point out the word *winner* on page 14. Ask, *What is the base of this word? What has been added to the base to make it 'winner'? How has this changed the meaning of the base?*
- Continue to page 16. Ask, *What has the tiger learned?*
- Re-read the text together and ask students to think about what the author wanted the reader to learn from it.

Comprehension

- Who suggested that the tiger and the snail should have a race? (*Literal*)
- Why do you think the tiger agreed to race against the snail? (*Inferential*)
- What would have happened if the tiger and the snail really raced together? (*Applied Knowledge*)

Follow-up Activities

- Invite students to tell you in their own words what the message of the story was. In pairs, have students discuss a new title for the story that would make people want to read it. Share their suggestions with the group.
- Read some other short texts with different purposes, such as a persuasive advertisement, an information brochure about the school or a picture story book. Talk with students about what the author's purpose in writing each text was, and how they are similar and different.
- Have students act out the story by asking them to play the roles of the different snails as well as the tiger. Take on the role of the narrator to guide students' actions and prompt them with what they need to say. You may like to practise the play a few times and perform it for another class.

The Tiger and the Snail

Date _____

PM Level 16

Orange

Learning Intentions

- We are learning to identify why the author wrote the book.
- We are learning to find the base of words with an 'er' suffix.

• _____

Success Criteria

- I can explain whether the author wanted to entertain, inform, explain or persuade with the story.
- I can describe the message of the story in my own words.
- I can identify the base of *runner*, *winner* and *faster*.

• _____

Guided Reading Notes

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