

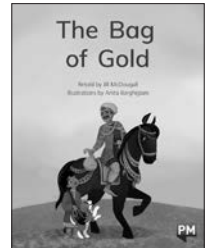
The Bag of Gold

PM Level 14

Green

Text Type Narrative

Running Words 259



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea that we can learn lessons from fictional stories.
- Students should understand the concept of kindness.

Orientation to the Text

- A boy who doesn't have any money goes out to look for food for him and his mother. When he shows kindness to others, he is rewarded in an unexpected way.

Key Language Structures

- A range of sentence types is incorporated in the text, with multiple sentences on each page.
- Extra detail is provided through the use of adjectives – *big, black, dear, little, long, lost, old*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

across, any, give, them, try, were, What

Content Words

gold, hungry, market, money

Decoding

- Guide students to read through the beginning, middle and end of a word if they have not read it correctly.
- Look at the word *money* on page 2. Discuss what sound the 'o' makes in the word. Ask, *Can you think of any other words where 'o' makes the same sound?*

Fluency and Phrasing

- Encourage students to scan ahead with their eyes as they read to anticipate what is coming.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students who they think is holding the bag of gold and why.
- Read page 2 together. Point out the word *old* and explain that it is an adjective. Ask, *What other adjectives could you use to describe the house?*
- Continue to page 6. Ask, *What adjective is used to describe the cakes? What other word could you use to describe them?*

- Look at pages 8–9. Talk about what the boy has done so far in the story. Ask, *What does the author want you to know about the boy?*
- Continue to page 12. Guide students to notice the illustrations and discuss where they think the story is set and why.
- Look at pages 14–15. Discuss the two meanings of the word *dear* and ask students to identify which one the king is referring to.
- Read to the end of the text. Discuss the events in the text and the message that the author is trying to communicate.

Comprehension

- What did the old man give the boy? (*Literal*)
- Why do you think the boy left home to find food? (*Inferential*)
- Why do you think the boy helped the old man and the girl and her brother? (*Inferential*)

Follow-up Activities

- Remind students what an adjective is. In pairs, ask students to read through the text again and find as many adjectives as they can. Bring students back together and make a list of all the words they found. Discuss any words that they misidentified as adjectives.
- Together, write a description of the boy using adjectives from the list and any other relevant words that students can think of. Include both physical characteristics that students can see in the pictures and what the boy is like as a person.
- Read another text together and choose one of the characters for students to describe. Brainstorm and record some useful vocabulary before asking students to write independently. Ask students to draw a picture of their character. Display the completed pieces and invite students to identify similarities and differences in the descriptions.
- Ask students to think about what they would buy if they were given a bag of gold. Provide a range of craft materials, such as empty boxes, glitter, ribbons and glue, and ask students to make a model or diorama showing what they would do with the gold.

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Learning Intentions

- We are learning to identify and use adjectives.
- We are learning to think about the author's purpose.

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Success Criteria

- I can find describing words in the text.
- I can suggest other words that could be used instead of a describing word.
- I can explain what the author wanted us to learn from the text.

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Guided Reading Notes

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