

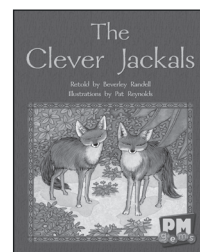
The Clever Jackals

PM Level 14

Green

Text Type Narrative

Running Words 226



Preparing for Guided Reading

Prior Knowledge

- Explain that jackals are wild dogs found in India and Africa.
- Discuss how, in fantasy, animals can talk.

Orientation to the Text

- In this story, a lion threatens to eat the jackals and deer. The deer and jackals live in fear until the jackals trick the lion into falling into a well.

Key Language Structures

- Irregular past tenses: *went, said, took, did, was*.
- Some sentences contain two independent clauses, joined by a conjunction, e.g. “*We were on our way, but a bigger lion tried to stop us.*”

Building the Balanced Reader

Vocabulary

Key High-frequency Words

any, behind, end, every, himself, live, there, tried, were, what, won't

Content Words

little, jackals, jungle, deer, King, river, lion, cave, trees, roared, well, water

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Ask students to read the title and look at the animals on the cover. Have students name other animals that look like jackals.
- The jungle looks like a nice place for animals to live together, but Lion causes trouble. Ask, *Do you think the deer or jackals will accept Lion's invitation to come to his cave?*
- Discuss the animals' concern about Lion's threats.
- Talk about the fact that jackals are known to be very clever. Ask students if they think the jackals will come up with a good trick. Have them guess what the jackals might do.
- Ask, *Do you think Lion will realise who he is really looking at in the well?*
- Direct students to search the book for two adjectives before a noun: *two little; old round; clever little.*

Comprehension

- What do you think ‘King of the Jungle’ means? (*Inferential*)
- Why do you think Lion jumped into the well? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing adjectives to complete sentences from the story; using provided letters to write rhyming words; choosing phrases to complete sentences from the story; choosing correct articles to complete sentences from the story.
- Talk about the jackals' clever idea to trick Lion. Ask students to think of other ways they could have tricked Lion. Have them use one of these ideas to write or illustrate a different ending to the story.
- Discuss the fact that the animals in the story can talk. Have students think of a pet – their own, or a friend's – that they would like to talk to. Have them draw the pet with a speech bubble showing the first thing they think the pet would say.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

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