

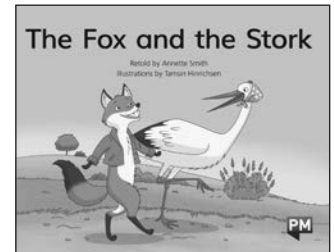
# The Fox and the Stork

PM Level 13

Green

**Text Type** Narrative/Fable

**Running Words** 243



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the idea of playing a trick on someone, and that it can sometimes be funny but can sometimes hurt people's feelings.

### Orientation to the Text

- Fox plays a trick on his friend Stork, but he sees the error of his ways when Stork returns the favour and plays a trick on him.

### Key Language Structures

- Temporal connectives show when events are happening. e.g. *One day, The next day, That night.*
- The story is largely told through direct speech incorporating speech marks and other punctuation.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*drink, night, our, ready, start*

**Content Words**

*bowls, smell, smile, soup, trick*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *friend*. Ask, *What is the blend at the start of the word? What other words do you know that start with the same blend?*
- Look at the word *come* on p. 11. Ask, *What words do you know that rhyme with 'come'? Do they have the same spelling? Find another word on the page that rhymes with 'come'.*

### Fluency and Phrasing

- Cover the words on p. 8 and ask students to suggest what the text will be. Compare the text with their predictions.
- Practise reading the text on p. 16 together with different types of expression. Discuss which way is the most appropriate and why.

## Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to suggest whether or not they think Fox and Stork are friends.
- Read p. 2. Ask, *How do you think Stork is feeling? Why?*
- Ask students to read to p. 5. Say, *Look at the word 'smile'. What is the blend at the start? What sound do the two letters make in the blend? What other word on the page starts with the same blend?*
- Read p. 6 and look at the illustration together. Invite students to suggest how Fox is tricking Stork. Ask, *What evidence tells you this?*
- Look at pp. 8–9. Ask, *How do you think Stork is feeling? What makes you say that?*
- Read at p. 11. Ask, *What do you think will happen next?*
- Read to the end of the text. Ask students how they think Fox is feeling. Discuss how the moral of the story at the bottom of p. 16 relates to the text.

## Comprehension

- Why couldn't Stork drink the soup from the bowl? (*Literal*)
- What words on p. 8 help you to know that Fox is playing a trick? (*Inferential*)
- Do you think Fox's trick was a good one? Why or why not? (*Inferential*)

## Follow-up Activities

- Read examples of other fables together and ask students to identify how the moral is demonstrated in the text. Construct a fable together to show why one of your school rules is important.
- Discuss the two characters in the text and make a list of words to describe them. Ask students to make a poster of their favourite character and to write a few sentences to explain what they liked about him or her.
- Ask students to describe any other examples of tricks that they have played on people or encountered. Discuss whether each one might have hurt someone's feelings or whether it was just funny.

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## Learning Intentions

- We are learning to infer characters' feelings.
- We are learning to use and decode words containing blends.

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## Success Criteria

- I can identify how characters feel in different situations.
- I can blend together two letters to help me read words.

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## Guided Reading Notes

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