

# Tricking the Tiger

PM Level 17

Turquoise

**Text Type** Narrative

**Running Words** 403



## Preparing for Guided Reading

### Orientation to the text

- Re-read *Foxes* (PM level 22). Discuss the habits and intelligence of foxes. Ensure that students understand that real foxes behave in intelligent ways to avoid capture.

### Prior knowledge

- Many animals, including foxes, behave in intelligent ways to protect themselves and their young. These behaviours have guided the plots of many folk tales, including this one from Bangladesh.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*both, carry, chicken, most, stepped, voice*

#### Content Words

*den, doorway, front, glad, knew, lead, licked, often, sound, think, think, through, while*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- 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; attending to print details.

### Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Notice the 3D illustrations made of collage materials. Discuss the processes involved.
- Explain that this story is based on a folk tale from Bangladesh. A folk tale is a traditional story that is passed on through families, often just by word of mouth. Folk tales often feature fantastic tales with animals that talk.

- Read the story together and talk about how Mrs Fox showed Mr Fox that she was also clever. She solved the problem of the tiger wanting to eat them by playing a creative trick.
- Discuss the scavenging behaviours of some animals. Talk about the phrase, *liked the sound of his own voice*. Observe that Mrs Fox is carrying more than Mr Fox, even though he is taking all the credit! While reading the story, ask questions that encourage students to 'read between the lines'.
- Talk about the tiger's form of intimidation and the foxes' reactions. Remind students that foxes are very intelligent animals.
- Ensure that students read the text in a manner that reflects the cunning behaviour of Mrs Fox.
- Study the structure of the foxes' earth den (showing the entrance and exit). Enjoy the satisfactory ending to the story. Discuss the final question.
- Discuss common word endings, e.g. *tiger, better, clever, never; both, teeth*.
- Note that new words can be made by changing the final consonants: *lead, leaf, lean; cub, cup, cut; lick, lip, lid*.
- Revisit different ways of making plural words, e.g. *fox, foxes; tooth, teeth*.

### Comprehension

- What did Mr and Mrs Fox do every night? (*Literal*)
- Why did Mrs Fox invite the tiger to come to the den? (*Inferential*)
- How did Mrs Fox trick the tiger and save her family? (*Inferential*)

### Follow-up activities

- Re-read PM books that involve foxes, e.g. *Clever Fox* (PM level 6) and *The Fox and the Crow* (PM level 17). Discuss how the behaviour of the foxes affects the outcome of each story.
- Using shoe boxes, card, scrap and environmental materials, have students make dioramas of the foxes and their five little cubs hurrying out the back door of their den. Encourage students to retell the story orally, using the dioramas as visual aids.

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## Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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## Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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## Guided Reading Notes

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