

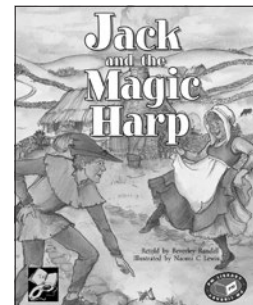
Jack and the Magic Harp

PM Level 22

Gold

Text Type Narrative

Running Words 1704



Preparing for Guided Reading

Orientation to the text

- Write the word *harp* on the whiteboard. Ask students to share what they know about harps. Discuss their ideas in detail.

Prior knowledge

- Talk about the subsistence lifestyle of some people. Make a list of things they can provide for themselves that other people may have to buy or swap.

Building the Balanced Reader

Vocabulary

Key vocabulary

crowd, danced, explained, promised, you'll

Content Words

foolish, fortune, furious, harp, kingdom, neighbour, none, soldier, swung, widow

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Look closely at the illustration. Notice the thatched cottage, surrounding farmland and the characters' clothing. Discuss when and where the tale is set.
- Examine the illustration of the village fair on pp. 2–3. Ensure that all students understand the significance of a fair in a country village, i.e. buying, selling and exchanging wares.
- Discuss how Jack is sent back to the market to sell two more cows but again he swaps them.
- Ask: *Why was Jack's mother furious on pp. 14–15? What news does the neighbour have for Jack? How might this help their unhappy situation?*

- Locate instances where a comma is used to separate items in a list, e.g. *a grasshopper, a mouse, a bee and a tiny magic harp*.
- Find words in the text that contain *ow*. Revise the two sounds these letters can make and group the words accordingly. Add other words to each group, e.g. *cow, brown, crowd, now, widow*.

Comprehension

- What did Jack swap the brown cow for? (*Literal*)
- Why would people laugh when they saw the grasshopper dance? (*Inferential*)
- At the end of the story, why did Jack's mother say he was not foolish at all? (*Applied Knowledge*)

Follow-up activities

- Jack succeeded in making the princess laugh three times. Invite students to list three original ideas that they would carry out in order to make the princess laugh.
- Have students design a poster proclaiming the king's plan to make his daughter laugh. Encourage students to think about the information required, the need for an eye-catching design and layout, and the appropriate lettering and sentence structure for that era (some research may be needed). Make the poster look authentic by smudging it with ash or coffee and rolling it into a scroll.
- Provide folk dance music appropriate to the era. In groups of four, have students make up a suitable dance to accompany the music. Encourage them to teach the dance to other groups of four.
- Read a version of *Jack and the Beanstalk*. Compare and contrast this story with *Jack and the Magic Harp*. Compile a large Venn diagram showing the similarities and differences between the two stories.
- Look closely at the cottages on p. 4. Have students make models of these, complete with thatching. Construct them out of boxes, straw, card, pebbles, ice-cream sticks and stones. Display the cottages together to form a class village.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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