

# Rumpelstiltskin

PM Level 22

Gold

**Text Type** Narrative

**Running Words** 1685



## Preparing for Guided Reading

### Orientation to the text

- Show students a picture of a spinning wheel. Discuss how, in the past, spinning wheels were used to make fabric for clothing. If possible, look at natural raw wool and a ball of spun wool.

### Prior knowledge

- Discuss with students a situation when they have been asked to do something they know they cannot do. How did they feel? What did they do to solve the problem?

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*dancing, finest, grinned, guesses, passed, return*

#### Content Words

*boasting, chortled, commanded, glittering, greedy, messengers, miller, muttered, necklace, palace, prison, sobbed, stamped, strode, supposed*

### 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 with students. On the whiteboard write *Rumpelstiltskin*. Break the word into syllables. Have students identify as many 'small' words as they can.
- Discuss what the king is demanding of the miller's daughter.
- A strange little man comes to the rescue of the miller's daughter. What does she give him in return? Discuss the greed of the king and why he wishes to marry the miller's daughter.
- Discuss the consequences of the promise the miller's daughter has made to the strange little man.

- Identify speaking verbs that replace *said*, e.g. *commanded, muttered, chortled*.
- Locate occasions where the author has used two adjectives before a noun, e.g. *finest golden thread; strange little man*

### Comprehension

- What did the King want the miller's daughter to do? (*Literal*)
- Why did the miller's daughter sob and sob when she saw all the straw? (*Inferential*)
- Why did the strange little man choose guessing his name as a way of challenging the Queen? (*Applied Knowledge*)

### Follow-up activities

- Have students re-read the chant, *Rumpelstiltskin is my name so fine, tomorrow the baby will be mine*. In pairs have them write two more verses to complete the song. Invite students to make up a dance to go with their verse and to share both with the class.
- Invite students to design a poster offering a reward to anyone who can discover the strange little man's name.
- Have a class discussion on how Rumpelstiltskin may have felt about the events in the story. Re-write the tale as if Rumpelstiltskin had told it. Display the students' work as a wall story. Invite them to add matching illustrations.
- Talk about things that are made of gold, in particular those seen in the story, e.g. ring, crown, throne. With students, make jewellery out of salt dough. When the item is cooked and cooled, spray it with gold paint.
- **Salt Dough Recipe**
  - 2 cups of flour
  - ½ cup of salt
  - 1 small cup of water
  - Mix the ingredients with your hands until a ball of dough is formed. Roll and shape the dough into the required shapes. Put them on a greased baking tray and bake for two hours at 180°C.

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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