

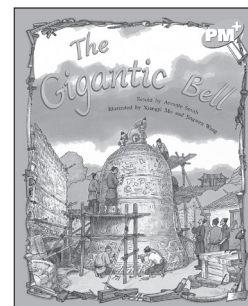
The Gigantic Bell

PM Level 22

Gold

Text Type Narrative

Running Words 690



Preparing for Guided Reading

Orientation to the text

- Discuss Chinese creativity and their brilliant problem-solving skills over generations. Find China on a world map.

Prior knowledge

- Chinese knowledge and wisdom have been well documented for hundreds of years. This story tells of the wise and talented craftsman Lu Ban, and of the other craftsmen who followed in his footsteps.

Building the Balanced Reader

Vocabulary

Key vocabulary

admire, approaching, firmly, gigantic, magnificent, shallow, slippery, smoothly

Content Words

cart, course, craftsmen, despair, master, oxen, patterns, shared, solid, temple

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. Study the cover and title page illustrations. Continue to search for details in the illustrations as the book is read. Point out the men's clothing, tools and general surroundings. Explain that patterns or words were carved onto the surface of bells to record special events.
- Explain that Lu Ban was a skilled carpenter. Notice that pp. 2–3 introduce the reader to the story.
- Recall how the head craftsman had learned his skills. Point out the temple in the top right-hand corner of the illustration.

- Ask, *How would you solve the problem?* Discuss the meanings of *admire* and *despair*.
- Ask, *How has the head craftsman solved the problem?*
- Point out how the men are pulling and also steering the bell along the shallow channel of ice. Discuss the meaning of *channel* in this context.
- Talk about how a difficult problem can sometimes have a simple solution.
- Revise irregular plurals: *craftsman, craftsmen; ox, oxen*.
- Revise the role of adverbs in adding meaning to the verbs in the text, e.g. *firmly, smoothly*.
- Discuss and compare more complex adjectives: *magnificent* and *beautiful, gigantic* and *huge*.
- Discuss the meaning of *head craftsman*. List other words beginning with head, e.g. *headmaster, headlight*, etc.
- List these words on the whiteboard and identify their opposites: *shallow, frozen, beautiful, strong, huge, firmly, smoothly* and *solid*.

Comprehension

- What problems did the head craftsman have when the bell was finished? (*Literal*)
- How were the men feeling when they couldn't think to a way to move the gigantic bell? (*Inferential*)
- Why did the men dig a *shallow* channel? (*Applied Knowledge*)

Follow-up activities

- Challenge students with problem-solving activities. Discuss appropriate tasks, e.g. invent a new game, construct a new electrical appliance, design a mask, etc. In pairs or small groups, have students construct models of their designs. They could then write instructions or give oral presentations explaining how their models were constructed.
- Study the landscape in the illustrations. Plan a large class mural. Have some students design the background, while others add the buildings, people, bell, etc. Add captions retelling the story.

The Gigantic Bell

Date _____

PM Level 22

Gold

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