

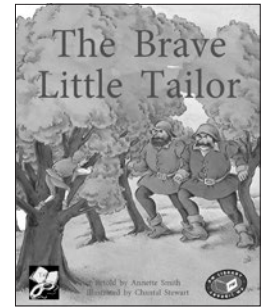
The Brave Little Tailor

PM Level 18

Turquoise

Text Type Narrative

Running Words 1172



Preparing for Guided Reading

Orientation to the text

- Read *Jessica in the Dark* (PM Story Books: Orange Level). Talk about the meaning of the word *brave* and how Jessica showed her bravery.

Prior knowledge

- Ask students what a tailor does. Do we still have tailors today, or are they only part of traditional tales? Discuss possible reasons why a tailor might need to be brave.

Building the Balanced Reader

Vocabulary

Key vocabulary

belt, landed, rushed, towards, wild

Content Words

blow, boar, fine, giants, letters, kingdom, piece, princess, slammed, stitching, tailor, world

Decoding

- Apply knowledge of phonics, 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.

Focusing on the story – guided reading

- Study the cover illustration and read the title together. Ensure students all understand the meaning of the word 'brave'.
- Look closely at the illustration on p. 2. Make sure students understand that a tailor mends and sews clothing. Talk about the tools needed for his work.
- Count the flies. Encourage students to use their voices in an interesting way to make the buzzing sound of flies.
- Draw students' attention to the tailor's belt and discuss the meaning of 'seven at one blow'. Ask students to predict what might happen next.
- Ask students what the king's men thought 'seven at one blow' meant.
- Point out to students the trickery the brave little tailor used to get rid of the giants. Direct students' attention to the brave little tailor on p. 13 as he watches the two giants from up in the tree.

- Remind students to read the words in **bold** type in a strong voice to convey the danger the wild boar poses to the brave little tailor.
- Discuss the way in which the brave little tailor traps the wild boar.
- Discuss the brave little tailor's determination to succeed and the happy ending of the tale.
- Point out to students that the brave little tailor is still wearing his belt.
- Introduce or revise the term *onomatopoeia*. Explain that this is the use of a word that imitates the sound made by a person or object, e.g. **BANK! THUMP! PLOP! CRASH!**
- Identify the words and phrases that help to order the events in the text, e.g. *Once upon a time; After a while; Soon*

Comprehension

- What did the tailor stitch onto the belt he made? (*Literal*)
- Why did the two giants begin to fight each other? (*Inferential*)
- Why was the tailor brave? (*Inferential*)

Follow-up activities

- Talk about the brave little tailor's job. Study the picture on p. 2 and read the text to find out about his occupation as a tailor. Invite two or three parents to come and talk to students about their occupations. Students could prepare questions prior to the parents' visits and complete a recount of the visit, or an explanation of one of the occupations, after the visit.
- In pairs, students could create a wedding card to send to the brave little tailor and the princess.
- Have students work independently to write a brief summary of the story of *The Brave Little Tailor*.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.

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Guided Reading Notes

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