

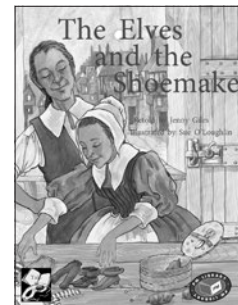
# The Elves and the Shoemaker

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 1054



## Preparing for Guided Reading

### Orientation to the text

- Look at the different types of shoes that students are wearing and at pictures of shoes used in various work situations or recreational activities. Discuss the features of the different shoes and their purposes. List ideas on a large sheet of paper and ask students to draw small pictures to paste around the chart.

### Prior knowledge

- Talk about other familiar traditional tales. Identify common themes, such as make-believe elements, animals that speak and lessons that can be learnt from the story. Ask students to suggest a possible lesson that this tale might teach them.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*disappeared, elves, poor, shoe, shoemaker, such, tonight*

#### Content Words

*clothes, danced, enough, finish, kind, leather, midnight, nightfall, pair, ragged, sold, stitches, upstairs, wife*

### 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

- Look at pp. 2–3 and discuss the illustration in depth. Talk about how the buildings and clothing help depict the era in which the story is set. Encourage students to interpret the expressions on the faces of the shoemaker and his wife. How are they feeling? Why? Read the text together to confirm students' predictions and talk about why no one was buying the shoes.
- Look closely at the shoemaker's tools on pp. 4–5. Talk about the possible uses of some of these tools when making shoes. Direct students' attention to the candle used to light the way upstairs and explain the absence of electricity.
- Look at pp. 6–7 and discuss the changed facial expressions of the shoemaker and his wife at the prospect of selling the shoes.

- Observe students as they read the text on pp. 10–11. Encourage them to decode 'people' and 'beautiful' from the context and visual structure of the words.
- Look at pp. 14–15. Ensure that students realise the elves' urgency to finish the shoes and avoid being seen. Discuss the state of the elves' clothing and ask students to imagine the clothing that the shoemaker's wife might make for the elves.
- Read the text on pp. 16–19 with students and identify the different items of clothing left for the elves.
- Ask students how the elves helped the shoemaker and his wife to live happily ever after.
- Revise irregular past tense verbs, e.g. *tell, told; pay, paid*
- Identify connectives that help to sequence events in the text, e.g. *One day; In the morning; That night; the next morning; at midnight; by nightfall*

### Comprehension

- How did the shoemaker and his wife find out who was making the shoes for them? (*Literal*)
- How did the elves feel about their new clothes? (*Inferential*)
- Why were the shoemaker and his wife able to live happily ever after? (*Inferential*)

### Follow-up activities

- Look at different types of shoes, e.g. running shoes, high-heeled shoes, hiking boots, football boots, etc. Sort the shoes according to their uses and write factual statements about features specific to each type of shoe or boot.
- Look at and talk about how the buildings shown in the illustrations of *The Elves and the Shoemaker* help depict the era of the story. Use the school library to find other pictures from the same era. Students could draw similar town scenes using chalk on moist sandpaper (this method helps create a rich and vivid effect).
- Talk about the elves and the part they play in the story. Ask each student to write the story from the elves' perspective, encouraging them to think of the following:
  - where** the elves went;
  - what** the elves did;
  - why** the elves did what they did; and
  - how** the elves felt.

# The Elves and the Shoemaker

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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.
- \_\_\_\_\_

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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