

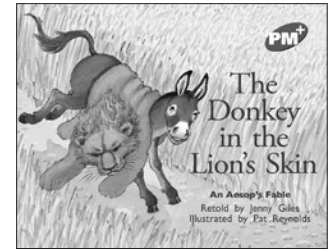
The Donkey in the Lion's Skin

PM Level 12

Green

Text Type Narrative

Running Words 213



Preparing for Guided Reading

Orientation to the Text

- Re-read *The Lion and the Mouse* (PM level 11). Discuss the behaviours of the main characters. Link their behaviours to the moral, *If you're kind to others they will be kind to you.*

Prior Knowledge

- Introduce Aesop as a writer of fables. Discuss with students that many of these fables were centred around animals and how they behaved.
- By examining the behaviours of the animals in this Aesop's fable, readers will infer, "It's much better to be yourself, than to be a donkey and try to be someone that you're not."

Key Language Structures

- Conjunctions are used to join clauses, e.g. *"I look like a lion and," he said, "and I am going to have some fun!"*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, donkey, don't, skin

Content Words

foxes, monkeys, zebras

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.

- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Ensure students respond to punctuation within and at the end of sentences

Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title.
- Talk about the donkey pretending to be something that he is not. Predict what he might do.
- Compare the donkey's behaviour with teasing (i.e. playful and fun with no malicious intent).
- Discuss the consequences of the donkey's actions. Talk about how the other animals must be feeling.
- Do students realise that the donkey has identified himself?
- Discuss how the animals felt when they knew that they had been fooled. Help students to parallel the behaviours of the animals with the way people might behave.
- Discuss the possessive apostrophe in *lion's skin*.
- Revisit plurals: monkey, monkeys; fox, foxes. Note that plurals can be formed in different ways.
- Discuss voice intonation to enhance the meaning of *Hee-haw!*

Comprehension

- What did the donkey see in the long grass? (*Literal*)
- What happened when the foxes came along? (*Inferential*)
- How did the animals guess it was a donkey chasing them? (*Inferential*)

Follow-up Activities

- Discuss the actions and dialogue between the characters in the story. Have students make character masks (refer to *PM Traditional Tales and Plays Teachers' Guide Purple Level*, pp. 20–32 for mask templates). Invite students to wear their masks as they dramatise the fable.
- Demonstrate how to write a simple book review.
- Make a mural of the story. Add different textured materials to the background. Have students write captions describing the events in the story. Paste these onto the mural.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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