

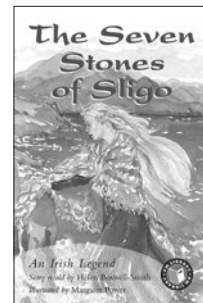
The Seven Stones of Sligo

PM Level 27

Ruby

Text Type Narrative

Running Words 1553



Preparing for Guided Reading

Orientation to the text

- Many years ago a handsome prince, who was also a chieftain, was looking for a wife. One day, while staring at the sea, he saw the most beautiful woman he had ever seen – a mermaid! – and he fell in love. The prince knew that if he hid the mermaid's shawl she would turn into a woman, so while she slept he took it. When the mermaid awoke, she was a woman, and the prince and the woman were married. They had seven children and for many years they were very happy, until one sad day she found her shawl, and was forced to return to the sea.

Prior knowledge

- Look at the cover and title. Sligo is in Ireland. Have students locate Ireland in their atlases.
- Turn to pp. 6–8 and ask students to read silently and identify the purpose of this section of the story. What does it help to do?
- Leprechauns are mentioned on p. 7. Discuss leprechauns and their role in Irish mythology. Read *Patrick and the Leprechaun* (PM level 21).

Building the Balanced Reader

Grammatical conventions

- Identify sentences that contain commas to break the sentences into meaningful parts and assist with fluency.
- Locate and discuss similes, beginning with *as* or *like*, that liken one object with another, e.g. *as if a sackful of diamonds had been tossed onto the water*.
- Revise the use of an apostrophe to indicate possession, e.g. *the ocean's roar*, *his father's side*, *the chieftain's wife*.

Vocabulary

Key vocabulary

abandoned, ancient, bade, basking, beloved, chieftain, companionship, consequences, enraptured, eventually, grieve, imagination, leprechauns, mermaid, patchwork, purest, rejoicing, reveal, serpents, shawl, unearthed

Spelling

- Note the unusual spelling of *fiery*, despite the root word being *fire*.

Visual Literacy

- Discuss how the illustrations match perfectly with the written descriptions of the characters.
- Ask students to comment on the colours in the mermaid's shawl. Why have these colours been chosen by the illustrator?

Focusing on the story – guided reading

- Direct students to read independently up to p. 15, then ask,
Why was the chieftain so close to his son, the prince?
What was the prince not prepared to do after the death of his father?
What did the young prince see one day while staring out to sea?
- Encourage students to look up *chieftain* in their dictionaries and *Connaught* on their maps of Ireland.
- Read the first paragraph on p. 16 and discuss the use of commas when separating words, phrases and clauses within sentences.
- Direct students to read independently to the end of p. 23, then ask, *What causes a mermaid to turn into a woman? While he became extremely happy with his life, what did the prince fear?*
- At the top of p. 10 the author writes, ... *the old chieftain could not bear the thought ...* Discuss the use of homophones.
- At the beginning of p. 14 the prince asks himself a series of questions. Discuss why the author uses this method.

Comprehension

- What are some of the characters in Irish myths and legends? (*Literal*)
- How did the chieftain make the mermaid feel at ease when he woke her? (*Inferential*)
- What could the chieftain have done to ensure the shawl was never found? (*Applied Knowledge*)

Follow-up activities

- Ask students to locate and read other tales about mermaids. What are the common themes in these stories?
- Discuss how the story might have ended if the little boy hadn't told his mother about finding the shawl. In small groups or pairs, ask students to write a new ending to the text.

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Date _____

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Learning Intentions

- We are learning to understand a range of situations that people encounter in their lives, and understand the impact these have on them.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that people encounter in their lives, and can talk about the effect they have on those people.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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