

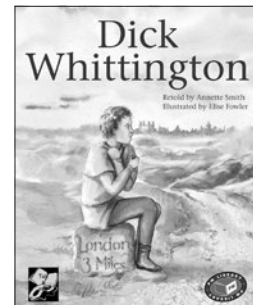
Dick Whittington

PM Level 24

Silver

Text Type Narrative

Running Words 1208 / 1142



Preparing for Guided Reading

Orientation to the text

- Read *Puss-in-Boots* (PM level 20). Discuss how Puss helped his master, a miller's son, to make his fortune.

Prior knowledge

- Ask students to predict elements that may appear in this text that are common to traditional tales.

Building the Balanced Reader

Vocabulary

Key vocabulary

annoyed, appeared, arranged, decided, excellent, fortune, interested, invited, noticed, ordered, replied, successful

Content Words

aboard, attic, bad-tempered, casket, dismayed, earning, embarrassed, exhausted, faint, foretold, merchant, milestone, miserable, plagued, scolding, seek, splendid

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Explain that *Dick Whittington*, like *Puss-in-Boots*, is also about a cat and its master. After the tale has been read by the class, invite students to compare the two stories.
- Ask students to read pp. 2–3 silently to establish the period of time in which the story is set and the general setting. Ask them to list on a chart the characteristics of the main character, Dick. This list can be added to as students read and gather more information. Discuss why people wanted to go to the big 'town' of London.
- Ask students to skim read pp. 4–7 and identify the names of the characters. They can then go back and read the story carefully. Ask students to:
 - talk about the story plot and why Dick is so hungry

- describe the characters of Mr Fitzwarren, Miss Alice and the cook, and then re-read the text to locate the author's descriptions of these characters
- discuss the meanings of the words *exhausted, merchant, attic, bad-tempered*.
- Direct the children to read pp. 8–11 independently to find out why, at first, Dick is so happy and then why he becomes sad. Discuss the value of the money Dick earned, what Dick bought with his penny and what 'making your fortune' means. Ensure that students understand the term *mouser*.
- Explain the term *milestone* and ask students why Dick might be sitting there. Have them read p. 12 to confirm or re-evaluate their suggestions. Ask students why this illustration is important, as it is also on the front cover.
- Discuss the contrast between the setting (and the costumes) on pp. 14–15 with Dick's room on pp. 8–9. Have students predict what might happen to the rats feasting on the food. Discuss the meanings of the words *dismayed, plagued, swarmed, overjoyed*. Using an atlas, locate the continent of Africa and encourage the children to predict the journey that the cat may have taken from London.

Comprehension

- How did Dick Whittington travel to London? (*Literal*)
- What decision did Dick make that eventually changed his life? (*Inferential*)
- What does this story tell us about Dick's personality? (*Applied Knowledge*)

Follow-up activities

- Compare *Puss-in-Boots* with *Dick Whittington*. Discuss the similarities and differences between the two tales. Have the children write their suggestions onto strips of card and paste these onto a chart under the headings 'Similarities' and 'Differences'.
- Collect a range of stories where a cat is the hero or main character of the story. Encourage the children to read and enjoy these books. Have them keep a reading log of the stories they read. They could then select one story and share with the rest of the class why the cat is the hero.

Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text and offer potential solutions to the problem that occurs in the text.
- _____

Guided Reading Notes

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