

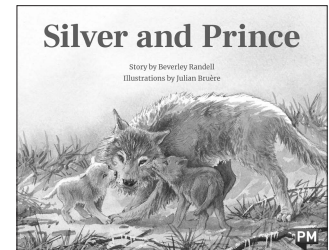
# Silver and Prince

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 905



## Preparing for Guided Reading

### Prior Knowledge

- Discuss what a wolf is and what wolves look like. Draw students' attention to the similarities and differences between wolves and dogs to help them better understand the story.
- Ensure that students understand the basic structure of a narrative, in particular the orientation, complication and resolution.

### Orientation to the Text

- Prince has always been stronger than his brother, Silver, but he is also more daring. The tables are turned when Prince gets injured by a moose and disappears from the wolf pack.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*bold, cubs, daring, litter, powerful, snowdrift, survived, unguarded, wary, wolf, wolves*

#### Content Words

*caribou, eerie, moose, nuzzled, pounce, romping, scented, slinking*

### Decoding

- Point out the prefix 'un' at the beginning of *unguarded*. Ask, *How does this prefix change the meaning of the word?* Talk about how identifying prefixes can help to break down words.
- When students come to an unknown word, prompt them to think about what would make sense, as well as to look for familiar parts of the word.
- Look at the word *survived* with students. Ask, *What is the base of this word? What other changes could you make to the base to form new words?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Who do you think Silver and Prince are? What do you notice about them?*
- Read pages 2–3 together. Point out the words *larger* and *darker*. Ask, *How has adding 'er' to the base changed the meanings of the words? Can you find another word that the 'er' ending could be added to on page 3? Why hasn't the author added it to that word?*

- Read to page 5 together. Ask, *What do you think was the author's main purpose in writing this text? What makes you say that?*
- Point out the word *strongest* on page 5. Ask, *How does adding 'est' to the base change the meaning of the word?* Discuss how the meaning of the base *strong* is different from the comparative *stronger* and the superlative *strongest*.
- Continue to page 11 with students. Ask, *What does the author want you to know about Prince? Why do you think this might be important in the story?*
- Find the superlative *largest* on page 12 together. Ask, *What is the base of this word? What would you add to large if you were comparing the size of two deer? How is largest different from larger?*
- Talk about the base and the superlative forms of the comparatives on page 12: *closer, faster, older*. Talk about when you might use each form of the words.
- Read to the end of the story and discuss the author's purpose in terms of entertaining, informing, explaining or persuading. Ask, *What message does the author want to give the reader?*

### Comprehension

- What sort of animal injured Prince? (*Literal*)
- Why did Prince have his tail tucked between his legs when he returned to the pack? (*Inferential*)
- Why do you think wolves live and hunt in packs? (*Applied Knowledge*)

### Follow-up Activities

- With students, talk about the behaviours and body language used by the wolves in the story. Read a text about human body language together, and discuss the similarities and differences between how wolves communicate and how humans communicate without words.
- List the bases of some of the adjectives in the text, such as *strong, bold* and *old*. Ask students to write the comparative and superlative forms and use each in a sentence. Together, talk about generalisations for when you would use each of them.
- Make a Venn diagram together to compare the characters of Silver and Prince, including both physical and other characteristics. Ask students to write a paragraph about which of the two wolves they preferred and why. Invite students to share and discuss their responses.

# Silver and Prince

Date \_\_\_\_\_

PM Level 24

Silver

## Learning Intentions

- We are learning to identify why the author wrote the book.
- We are learning to understand how suffixes change word meanings.
- \_\_\_\_\_

## Success Criteria

- I can explain whether the author wanted to entertain, explain, inform or persuade with the story.
- I can describe the message of the story.
- I can describe how adding 'er' or 'est' changes the meaning of a base, such as *strong*.
- \_\_\_\_\_

## Guided Reading Notes

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