

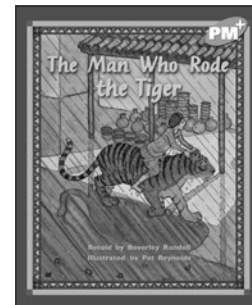
The Man Who Rode the Tiger

PM Level 24

Silver

Text Type Narrative

Running Words 1072



Preparing for Guided Reading

Orientation to the text

- Recall familiar traditional tales where the plot develops because of a misunderstanding, e.g. *The Brave Little Tailor* (PM level 18).

Prior knowledge

- This humorous traditional tale from India is about the chain of events that began when water dripped through the roof of an old house during a heavy storm!

Building the Balanced Reader

Vocabulary

Key vocabulary

believe, brought, dare, fierce, impossible, lightning, managed, notice, sheltering, they've

Content Words

astounding, bolted, enemies, excuse, frantic, pretend, rajah, reward, shrieked, stirrups, terrifying, trembling, victory, wailed, warhorse

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

- Read the title and study the cover illustration.
- Read the title of the first chapter. Read the old woman's dialogue aloud. Locate statements in the text that explain why the potter did not realise he was riding a tiger.
- Read and discuss the title of chapter two. Talk about how the potter must have felt when he discovered that he had been riding a tiger! Explain that a *rajah* is an Indian king or prince.
- Read the title of chapter three. Recall the events that led to the potter being put in charge of a whole army! Predict what might happen next.
- Read and discuss the title of chapter four. Talk about why the soldiers turned and galloped for home. Consider the potter's character – was he brave, a coward or just simply naïve?

- Discuss the formation of irregular plurals, e.g. *enemy, enemies*.
- Revise possessive apostrophes, e.g. *rajah's enemies*.
- Discuss the extra information adverbs add to verbs in the text, e.g. *how, when, where or why*, e.g. *firmly, tightly, proudly*.

Comprehension

- Why did the potter mistake the tiger for his donkey? (*Literal*)
- Why did the soldiers head for home when they saw the potter on the warhorse? (*Inferential*)
- Do you think the man who rode the tiger deliberately tricked people? (*Applied Knowledge*)

Follow-up activities

- Rewrite the tale as a big book for younger children to read. Encourage older students to read the big book onto an audio tape. Have them add sound effects and 'turn-the-page' sounds.
- Ask students to illustrate the part of the story they found the funniest.
- Read and enjoy other traditional tales where the plot develops because of a misunderstanding.

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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 based 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