

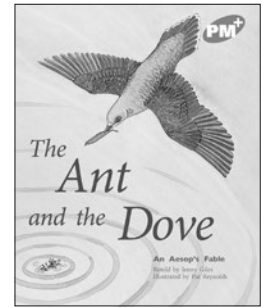
The Ant and the Dove

PM Level 15

Orange

Text Type Narrative

Running Words 255



Preparing for Guided Reading

Orientation to the text

- Re-read an Aesop's fable. Discuss the characters depicted by the animals. Explain that the new story is also a fable.

Prior knowledge

- This Aesop's fable is retold as a narrative without dialogue. Fables are simple traditional tales where the characters are often animals that behave like people. This fable can be read for its message and for enjoyment.

Building the Balanced Reader

Vocabulary

Key vocabulary

ant, could, hard, hurry, much, once, pond, upon

Content Words

beside, dove, net, rested, slipped, story, turned

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rhymes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Read the title and talk about the cover illustration. Read the story with students and discuss the behaviour of the two animals. The lesson we learn from the fable is that if we help others, they in turn may help us. We can all help each other in different ways.
- Notice that the story beginning confirms that the setting was 'long ago'.
- Discuss how helpless the tiny ant looks as he frantically tries to keep afloat. Observe the olive tree growing near the pond.
- Explain to students that a dove is sometimes referred to as a messenger of good news.

- Ensure that students understand that the dove is watching the ant and cannot see the approaching man with the net. Applaud the tiny ant's initiative and quick thinking when he bites the man's foot. Point out that although the ant is small, his courage is enormous.
- Discuss the reciprocal message of the plot. Link the meaning of the phrase 'one good turn deserves another' with what happens in the story.
- Examine the letter clusters *ea* – *leaf, beak* and *ow* – *now, how*. Encourage students to suggest other words that contain these clusters.
- Talk about plurals with internal change, e.g. *foot, feet; man, men*.
- Revise the letter *-y* as a word ending in *tiny, hurry* and *story*.
- Revise past tense verbs, e.g. *fall, fell; run, ran; slip, slipped*.

Comprehension

- Why did the ant go down to the pond? (*Literal*)
- What did the dove save the ant from? (*Inferential*)
- Why didn't the man catch the dove? (*Inferential*)

Follow-up activities

- Demonstrate how to write a question. List words that begin questions, e.g. *what, how, where, why* and *when*. Invite students to write questions about the story for others to answer.
- Have students, individually or with a partner, draw pictures on cards to retell the story. Ask other students to sequence the picture cards as one student retells the story.
- Have a student read the story aloud while three children mime the events.
- Make an ant farm. Cut the top off a plastic drink bottle. Fit a small jar inside, leaving a space of 3–4 cm between the jar and the bottle. Place soil in the space. Add some ants and give them something sweet to eat. Cover the open end of the bottle with a muslin cloth. Observe the ants' behaviour. Return them to their natural habitat after a few days.
- Provide magnifying lenses so that students can observe the ants. Ask them to draw detailed sketches of the ants.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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