

# Alfred the Curious

PM Level 26

Emerald

**Text Type** Narrative

**Running Words** 1277



## Preparing for Guided Reading

### Orientation to the text

- Alfred sees Lord Edward's army riding towards the castle, pursued by Lord William's army. The battle for the castle begins. Lord Edward tells Alfred to go with Bartholomew to get some arrows from the storeroom. Here, Alfred hears Lord William's men tunnelling into the castle! Then Alfred sees that the tunnellers are using a hut at the base of the castle wall for protection. Lord Edward's men attack the tunnellers and Lord William's army retreats. Alfred's curiosity has helped save the day. He dreams of the day that he will ride his own horse into battle.

### Prior knowledge

- Look at the cover illustration and read the title.
- Flick through Chapters 1 and 2 and draw students' attention to the illustrations. Ask students to predict when and where the story might be set, and what it might be about.

## Building the Balanced Reader

### Grammatical conventions

- Specialised vocabulary – clarify the meaning of words such as *spiral staircase*, *parapet*, *lances*, *pikes*, *archers*, *pages*, *knight*, *winches*, *lords*, *drawbridge*.
- Revise the use of an apostrophe to indicate possession, e.g. *horses' hooves*.
- Discuss the use of ellipses throughout the text.
- Revise the meaning of *onomatopoeia* and locate examples in the text.

### Vocabulary

#### Key vocabulary

*annoyed*, *archers*, *celebrate*, *courtyard*, *curiosity*, *desperate*, *doomed*, *galloping*, *gigantic*, *immediately*, *impressed*, *investigate*, *jester*, *lances*, *parapet*, *pikes*, *protection*, *retreat*, *scout*, *siege*, *spiral*, *squire*, *strained*, *victory*, *winch*

### Spelling

- Identify the root word *curious*. Note the changed spelling of the noun *curiosity*.

### Visual Literacy

- Examine individual illustrations and match specific sentences from the text.
- Observe different angles and views from which the illustrations are drawn. Discuss how this creates interest in the text.

### Focusing on the story – guided reading

- Read aloud pp. 4–5 while students track the text. Ask them to retell in their own words what this part of the story is about.
- Ask students to read silently to p. 16, then ask, *Who is preparing for battle and how are they doing this? What is Alfred doing during the preparations?*
- Encourage students to discuss, list or draw who is preparing for battle. Ask students to predict what will happen next.
- Direct students to read silently p. 17 and predict what the noise might be.
- Read aloud p. 18. Ask students to identify words used instead of *said*.
- Encourage students to find the parts that describe what Bartholomew and Alfred are afraid of.
- Share the students' responses to the focus questions.
- Throughout this section there are many examples of *auxiliary verbs*. Direct the students' attention to the actions of the characters, and discuss the use of extra words to create different forms of verbs. List examples of these 'helper verbs' and introduce students to the term *auxiliary verbs*.
- Ellipses are used on p. 12. Draw students' attention to these and discuss their purpose.
- First share students' responses to the focus questions and then discuss the following: *What do you predict Lord Edward will do?*
- Turn to p. 20, and ask students to find what Alfred thought the enemy might do.
- Talk about cause and effect, and how the author has sequenced the actions.

### Comprehension

- How were people inside the castle preparing for battle? (*Literal*)
- Why didn't Alfred stop to rest his legs on the stairs? (*Inferential*)
- Why do some sieges last for many months? (*Applied Knowledge*)

### Follow-up activities

- Ask students to list and discuss arguments for and against war.
- On a world map, ask students to locate the sites of major wars from throughout history.

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## Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- 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 themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- 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