

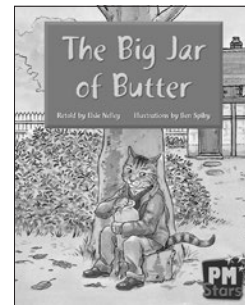
The Big Jar of Butter

PM Level 11

Blue

Text Type Narrative

Running Words 209



Preparing for Guided Reading

Orientation to the Text

- Inform students that this book relates a traditional tale. Recall other traditional tales that have talking animals, e.g. *The Lion and the Rabbit* (PM level 9).
- Read the title and introduce the two characters. Discuss the cover illustration.
- Study the illustrations in the book. Talk about why the jar of butter was not going to be eaten until winter. Discuss the actions of the two characters. Encourage prediction. Talk about how Cat's dishonesty adds tension as events unfold.
- Point out the gradual change in the seasons, such as the changing leaf colours, and invite students to identify changes in the characters' clothing.
- Point to the vignettes. Link the amount of butter left in the jar to the names given by Cat to his 'friends'.

Prior Knowledge

- This traditional tale has been adapted from one published by the Brothers Grimm. The tale examines the nature of friendship, showing how the trust displayed by one of the main characters and the deceitful behaviour of the other alter their relationship.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

of, place, winter

Content Words

backyard, bedtime, butter, friend, store, winter

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Find words in the story that begin with these blends: *fr*, *pl* and *tr*. Use the books *fr*, *pl* and *tr* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Identify the rhyming patterns in *got*, *pot*; *jar*, *car*; *so*, *no*. Practise changing the onsets to make new words.
- Direct students' attention to the *-er* ending in *winter* and *butter*.
- Reinforce past-tense verb endings, e.g. *look*, *looked*; *cry*, *cried*.
- Discuss the sound made by *ar* in *jar*, *garden*.
- Find examples of compound words, e.g. *into*, *bedtime*, *outside*.
- Identify contractions in the book, i.e. *let's*, *I'm*, *it's*. Write these words in expanded form.
- Discuss the use of bold print and an exclamation mark on page 16.
- Explain the use of hyphens to join two words together, e.g. *Top-Off*, *All-Gone*.
- Locate the time and sequence words *Winter is coming*, *One day*, *The next day*, *One cold day* and *It's winter now*. Talk about how these words add meaning by ordering the events and telling when they happened.

Comprehension

- Where did Cat and Mouse hide the big jar of butter? (*Literal*)
- Why were Cat and Mouse hiding the jar of butter? (*Literal*)
- What did Cat do each time he said he was going to see his friends? (*Literal*)
- Why did Cat name his friends *Top-Off*, *Half-Gone* and *All-Gone*? (*Inferential*)
- How did Mouse know that Cat had eaten the butter? (*Inferential*)
- Why did Mouse tell Cat "You are not my friend!"? (*Inferential*)

Follow-up Activities

- Talk about friendship and what it means to have a friend. Record students' ideas about making and keeping friends on a class chart. Provide opportunities during shared, guided and independent writing for students to refer to the chart when writing about their friends.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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