

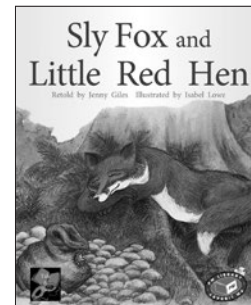
Sly Fox and Little Red Hen

PM Level 19

Purple

Text Type Narrative

Running Words 1275



Preparing for Guided Reading

Orientation to the text

- Read the traditional tale *The Gingerbread Man* (PM Traditional Tales and Plays Orange Level). Discuss how the scheming fox tricks the gingerbread man into being eaten. Talk about the idea of getting what you want through trickery.

Prior knowledge

- Ask students to explain situations when they have tricked, or been tricked by, another person. Discuss the outcomes.

Building the Balanced Reader

Vocabulary

Key vocabulary

able, disappeared, happily, peeped, reach, reached, sight, thought

Content Words

balance, boil, caught, dizzier, glee, grinned, noticed, perch, pile, promised, sack, shoulder, straight, supper

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Study the cover illustration and talk about the relationship between Little Red Hen and Sly Fox. Discuss the differing roles of the person who retold the tale and the illustrator. Examine the title page and have students predict what might be in the sack.
- Read the text together on pp. 2–3. Talk about where each animal lives. Discuss how the animals have human traits, and how Sly Fox and Little Red Hen are continually trying to outwit each other.
- Examine the fantasy elements in the illustration on pp. 4–5. Read the text and have students predict what Sly Fox's plan might be.

- Before reading the text on pp. 8–9, ask students to study the illustration and explain the situation. Discuss the fact that Little Red Hen will have to think quickly in order not to get caught. What attribute does she have that will enable her to get out of danger quickly?
- Read the text on pp. 10–11 and discuss who is outwitting who. Study the illustration and talk about each character's facial expression. Predict what Sly Fox's plan might be to get Little Red Hen in the hessian sack.

Comprehension

- Why couldn't Sly Fox catch little Red Hen at the start of the story? (*Literal*)
- Why did Sly Fox run round and round the sack? (*Inferential*)
- Why did Little Red Hen hurry back to her house when she got out of the sack? (*Inferential*)

Follow-up activities

- This tale follows a definite sequence of events. Ask students to explain verbally what happened at the beginning, middle and end of the tale. Have them form small groups and write short summary statements describing each of the three events. Illustrations could be added and the work displayed as a concertina book.
- Ask students why they think Sly Fox watched Little Red Hen so carefully. Talk about how detectives observe people and events. Have them take on a detective's role and record one day's events in a diary, writing down everything they see and hear, and drawing pictures to accompany their observations.
- Encourage students to compare Sly Fox's house and/or Little Red Hen's house with their own home. Students can record their findings on a chart or present the information as a diagram with labels.

Sly Fox and Little Red Hen

Date _____

PM Level 19

Purple

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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