

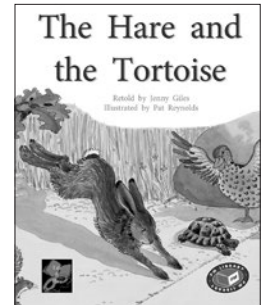
The Hare and the Tortoise

PM Level 19

Purple

Text Type Narrative

Running Words 1139



Preparing for Guided Reading

Orientation to the text

- Have students take part in a variety of races, e.g. skipping, running backwards, hopping, etc. Talk about how some races are easier to participate in than others, the fact that some people are better at certain types of races, and how students feel about winning and losing.

Prior knowledge

- Ask students to discuss some race strategies. Which races should they run fast all the way and which races should they 'pace' themselves? Why?

Building the Balanced Reader

Vocabulary

Key vocabulary

against, distance, gently, finish, plodded, reached, sight, steady, you're

Content Words

awoke, believe, boast, dance, fine, foolish, join, listening, meadow, notice, prance, slowest, squeaked, wasting, willow, wise

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 book cover and read the title together. Discuss the two main characters and what appears to be happening. Ensure that students understand the role of the person who retold the story and the role of the illustrator.
- Talk about the setting (meadow) and the characters who live there. After reading the text on pp. 2–3, ask students to describe what sort of character Hare is and his relationship with the other animals. Why do they turn away from him? Ensure that students understand the meaning of *boast*.

- Ask, 'Why did Tortoise decide to race against Hare?' Discuss Hare's reaction to Tortoise's suggestion.
- Have students explain how some of the animals helped prepare for the race. Ask them to suggest who they think will win and why. Encourage them to recall where the race is to be run.
- Revise correct punctuation for direct speech, e.g. "You!" *laughed Hare*.
- Locate specific adjectives that add meaning to nouns in the text, e.g. *fine, slowest, tiny*

Comprehension

- Who started the race between Hare and Tortoise? (*Literal*)
- Why did Hare stop to have a rest? (*Inferential*)
- Why did Tortoise win the race? (*Inferential*)

Follow-up activities

- List the animals in the story. Have students use their research skills to find factual information about each animal. They can begin by recording what they already know and then write questions on what they want to find out. Encourage them to share their findings with the class.
- Explore the action language in the tale. Ask students to locate the words in the text that show how Tortoise and Hare 'moved'. Have them write each word onto strips of paper, and paste them under an illustration of either Hare or Tortoise.
- Write the following words from the story onto a chart: *foolish, steady, plodded, cheered, boast, meadow, prance*. Direct students to use dictionaries and a thesaurus to find words that have the same meaning. Display these on the wall and encourage students to use them in their story writing.

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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