

A Fair Swap

PM Level 23

Silver

Text Type Narrative

Running Words 861



Preparing for Guided Reading

Orientation to the Text

- Discuss the word *swap*. Record students' ideas and compare them with the dictionary meaning of the word.

Prior Knowledge

- This story is based on the old folk tale *Gone is Gone* (Wanda Gag, 1935). A succession of humorous events demonstrates that 'what you see is not always what you get'.

Building the Balanced Reader

Vocabulary

Key Vocabulary

astonishment, fields, indeed, remembered, supposed, string, swap, thoughtfully, vegetables

Content Words

chimney, churn, complained, glared, hearth, jerked, sausages, scrambled, sickle, slippery, spilled, snuffling, tired

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the Story – Guided Reading

- Discuss the cover illustration. Tell students that the story is set in the past. Compare the clothes, furniture, etc. to those of the present.
- Discuss the words *complained* and *grumbled*. Have students use dictionaries to confirm their explanations.
- Talk about what this sentence implies: *The man could not believe his luck*. Discuss the words *sickle* and *churn*. Have students locate them in their dictionaries.
- As students become aware of the possible catastrophes, encourage them to predict what might happen next.

- Discuss alternative kinds of roofs. Explain that the grass roof protected the house from the weather and also acted as insulation.
- Talk about how the man got jerked halfway up the chimney!
- Discuss the illustration on pp. 12–13 and how it fits the mood of the story.
- Ask students to use a thesaurus to confirm their explanations of the words *foolish* and *glared*.
- Locate and suggest words built from root words, e.g. *snuffle, snuffling, snuffles; fool, foolish, foolishly; slip, slipped, slippery*.
- Distinguish between compound and complex sentences, e.g. *He picked up the wood and put it in the fireplace. But while he was cleaning, the fire went out.*

Comprehension

- Why did the man and his wife decide to swap jobs? (*Literal*)
- Why was the man jerked up the chimney? (*Inferential*)
- Why did the man think he would have a wonderful time staying at home during the day? (*Applied Knowledge*)

Follow-up Activities

- Ask students to discuss the jobs completed by different family members. Is this the same for all families? Why are different people responsible for different tasks?
- Encourage students to draw up a chart of jobs for the classroom. Explain how these can be shared and swapped around so everyone takes a turn to help out and learn some new skills.

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Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

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Guided Reading Notes

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