

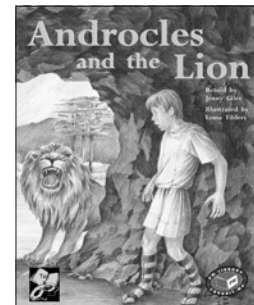
Androcles and the Lion

PM Level 23

Silver

Text Type Narrative

Running Words 1062/971



Preparing for Guided Reading

Orientation to the text

- Collect and display factual books depicting life in ancient Roman times. Encourage students to compare and discuss their own lifestyles with those of ancient Rome, examining such differences as home life, dress, buildings and occupations. Talk about the way the ancient Roman class system was organised and how slaves had to carry out tasks for their wealthy owners.

Prior knowledge

- Talk about how people can develop a close bond with animals. Discuss what is required for this bond to develop. What is it based on? Which animals are most likely to develop a bond with their owner or trainer?

Building the Balanced Reader

Vocabulary

Key vocabulary

although, amazement, contests, decided, delighted, entertainment, furious, immediately, wealthy

Content Words

arena, astonished, barren, blazed, captured, cramped, emperor, exhausted, fled, harming, horror, lashed, master, peaceful, punished, reward, slaves, starving, strike, swiftly, swollen, thorn, trusted

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

- Ask students to briefly look through the book and predict the storyline. Encourage them to predict what the relationship might be between the lion and Androcles.

- Have students read pp. 2–3 silently. Ask them to record the characteristics that describe Androcles (the main character), consider how they would feel if they were a slave, and explain their understanding of the word *trust*.
- Examine the illustration on p. 17. After reading pp. 12–17, ask students to predict what may happen to Androcles. Ask students to
 - discuss the Roman soldiers and the job they had to do; identify Androcles's crime and punishment; compare both these with some of our less serious crimes of today and how society deals with them.
- Read pp. 18–20 and ask students to share with a partner how the story ended; explain the reactions of the noisy crowd; discuss the meaning of the text, 'Androcles could live without fear.'
- Revise the use of an apostrophe to indicate possession, e.g. *Androcles' cruel master; his master's horses*.
- Identify words with the prefix *-re*, e.g. *return, recaptured*. Add other familiar words to this list.

Comprehension

- Why did animals trust Androcles? (*Literal*)
- Why did the lion stop charging at Androcles? (*Inferential*)
- What food would Androcles have found at the oasis? (*Applied Knowledge*)

Follow-up activities

- Provide other stories which explore the friendships that can develop between people and animals, e.g. *Black Beauty* (Anna Sewell, 1877) or *Dick Whittington* (PM level 23/24). Encourage students to read these books independently. Have them keep a record of the books they read in a reading log. They can then meet in a 'reading circle' to report on their books and to 'sell' them to other readers.
- Display a world map in the classroom. Have students use reference books on ancient Rome to find out about the Roman Empire and identify those countries which would be in the Roman Empire if it still existed today.
- Androcles had to face many fears. On a chart, record what they were and their outcomes. Ask students to share and then write about their own fears.

Androcles and the Lion

Date _____

PM Level 23

Silver

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.

• _____

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.

• _____

Guided Reading Notes

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