

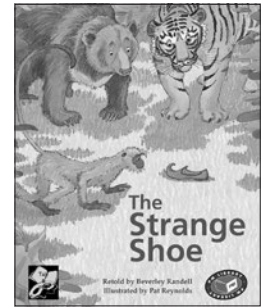
# The Strange Shoe

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 1113/922



## Preparing for Guided Reading

### Orientation to the text

- Read and discuss *The Hare and the Tortoise* (PM level 19). In particular, focus on the disagreement between the hare and the tortoise. Encourage students to talk about any disagreements or differences of opinions that they may have had with a friend or friends. What did they argue about and how did they find a solution?

### Prior knowledge

- Discuss how we gather information from the experiences we have. Ask students to talk about occasions when they learnt something new after being in a new environment.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*absolutely, agree, bother, exclaimed, mystery, remembered, ridiculous, strange*

#### Content Words

*absurd, arguing, graceful, hoof, hullabaloo, inquisitive, jungle, lumbering, muzzle, prodded, prowling, scampered, screeched, snatched, tawny, tough*

### 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

- Study the cover illustration and read the title together. Discuss the characters depicted, and talk about the link between the illustration and the title. Encourage reasoning.
- Use visual clues and discuss the setting; then use an atlas to locate India – the setting of the story. Ensure that students understand the meaning of the term *mystery*.

- Talk about both characters as they are introduced. Have the children read pp. 4–7 silently in order to find out what the bear and the tiger think the strange object is. Compare their different ideas and their reasoning.
- Encourage students to predict what the monkey and the deer think the mystery object is. Have them read silently and then talk about their predictions. Discuss the meanings of the words *inquisitive, scampered, snatched*.
- Encourage the children to read pp. 18–20 silently in order to find out how the story ends. Describe the techniques that the author used to show that the animals were angry. Talk about owl's feelings when no one believed her.
- Identify examples of two adjectives before the noun, e.g. *large black bear; graceful spotted deer; lovely green jungle*.
- Revise the purpose of the ellipsis on p. 20, i.e. to create a long pause in the sentence.

### Comprehension

- Why didn't the jungle animals know what the shoe was? (*Literal*)
- Why didn't the animals believe what the owl was telling them? (*Inferential*)
- What is the message in this story? (*Applied Knowledge*)

### Follow-up activities

- As a class, re-read the tale. In pairs, have students locate the words that describe each animal. Record these, and then share and compare.
- Discuss how the tale could be continued. What might happen when the animals see people – people who are wearing shoes? Ask students to continue the narrative in written form and then share 'part two' during a group conference. Ensure that students know how to set out and record direct speech.
- There are many strange and interesting forms of footwear that are or have been worn by different groups of people. In pairs, have students brainstorm and record what they know. Encourage them to then use a range of information sources to research the topic further.

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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.
- \_\_\_\_\_

## 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