

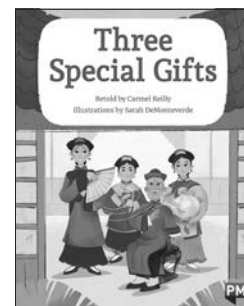
Three Special Gifts

PM Level 23

Silver

Text Type Narrative

Running Words 1103



Preparing for Guided Reading

Prior Knowledge

- Explain that different cultures have their own stories, and that this is a traditional story from China. Talk about other traditional stories that students might be aware of, such as 'Goldilocks and the Three Bears'.
- Discuss the way that traditions and expectations change over time, and let students know that this story was first told a long time ago.

Orientation to the Text

- When the three daughters-in-law of an old man want to visit their mothers, he is reluctant to let them go. So as not to seem unkind, he sets them each an impossible task as a condition of their visits. It takes a clever young woman that the daughters-in-law meet on the road to solve the riddles, and she is ultimately helped in return.

Building the Balanced Reader

Vocabulary

Key Vocabulary

China, daughter-in-law, father-in-law, household, marriage, mother-in-law, permission, remote

Content Words

approached, buffalo, exactly, impossible, unusually

Decoding

- Point out the term *daughter-in-law* to students. Discuss why the smaller words are joined with a hyphen and what it means.
- Give students the opportunity to re-read parts of the text aloud to build word recognition and fluency.
- Read the word *marriage* together. Ask, *What is the tricky part of this word? How might you remember it?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What information is written on the front cover? What else can you learn from it?*
- Read pages 2–3 with students and explain that this part of the text is called the 'orientation'. Ask, *Who does the orientation tell us this story is about? Where does it take place? What tells you that the story is not set in modern times?*

- Continue to page 4 and point out the word *they* in the second sentence. Ask, *Who does this word refer to?* Talk about pronouns and how they can be used to replace nouns so the text is not too repetitive.
- Read to page 11 and discuss the complication in the story, both from the old man's point of view and for the daughters-in-law. Ask, *How do you think these problems will be fixed?*
- Read page 16. Identify the pronouns on the page together. Ask, *Who does each of these words refer to?* Re-read the page using the nouns that are being replaced instead of the pronouns, and discuss how it changes the text.
- Re-read page 16 and ask students to explain how each of the items the young woman has made will solve the problems of the daughters-in-law. Ask, *How do you think the old man is going to react when the women return home?*
- Point out the words *she* and *her* on page 21. Ask, *Who do these pronouns refer to? How do you know?*
- Read to the end of the book and introduce students to or review the term 'resolution'. Ask, *How was the old man's problem solved?*

Comprehension

- Who did the clever young woman marry? (*Literal*)
- Why did the old man start to turn pale when the second daughter-in-law showed him the fan? (*Inferential*)
- Do you think this story had a good ending? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Brainstorm other words for members of the family and list them for students to refer to. Show students how to make a simple family tree and invite each of them to make their own. They may need to check at home if there are any gaps. Guide students to label the people on their family tree in relation to themselves.
- Read some other traditional tales from other countries, such as 'The Tiger and the Snail' and 'Baba Yaga'. Talk about the common elements of these stories with students, then ask them to write their own story in the style of a traditional tale. Remind them to include an orientation, a complication and a resolution.

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Learning Intentions

- We are learning to identify and describe the parts of a narrative.
- We are learning to identify how pronouns are used.

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Success Criteria

- I can find and describe the title, orientation, complication and resolution of the story.
- I can use the context and my knowledge of words to predict word meanings.

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Guided Reading Notes

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