

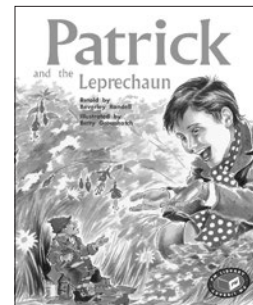
# Patrick and the Leprechaun

PM Level 21

Gold

**Text Type** Narrative

**Running Words** 679



## Preparing for Guided Reading

### Orientation to the text

- Read other PM Traditional Tales from different parts of the world.

### Prior knowledge

- This story is an Irish traditional tale about a little boy who meets a Leprechaun. Patrick tries to outsmart the tricky Leprechaun, but to no avail.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*almost, believe, beneath, bothering, caught, mending, prickly, promised, replied, scrambled, sternly, warned*

#### Content Words

*aside, chuckled, ditches, fantastic, gorse, hedge, jacket, leprechauns, poking, shoemakers, single, spade, spotted, thumb, touch, twisted*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Read the text on pp. 2–3. Have students find words and sentences which describe the personality and characteristics of Leprechauns, e.g. ‘tiny shoemakers’, ‘pots of gold’, ‘try to trick you’.
- Compare the size of Patrick to the Leprechaun.
- Discuss Patrick’s determination to resist the Leprechaun’s trick and how he remains focused on the task of finding the gold. Have students emphasise the prepositions as they read the text on p. 9.
- Patrick is still wary of being tricked on pp. 10–11. Discuss his solution to the problem of leaving the Leprechaun unattended.

- Read the text on pp. 12–13 with students. Ask, ‘Do you think the Leprechaun will try to trick Patrick even though he has promised not to touch the scarf?’ Have students provide a reason for their answer.
- How has the Leprechaun kept his promise? Enjoy the joke played on Patrick.
- Discuss Patrick’s ‘success’ even though he didn’t find the Leprechaun’s gold.
- Discuss two or three adjectives before a noun, e.g. *prickly gorse bushes, red spotted neck scarf*
- Revise prepositions, e.g. *through hedges, over stone walls, across fields, beside a little stream, under trees, behind the big rock*. Note also the commas used to separate these phrases on p. 9.
- Discuss the saying *May good luck go with you*. What does the leprechaun mean by this?

### Comprehension

- What do leprechauns do? (*Literal*)
- Where did all the spotted scarves come from? (*Inferential*)
- Why did the leprechaun chuckle to himself when Patrick went to get a spade? (*Applied Knowledge*)

### Follow-up activities

- Ask students to suggest how Patrick could have dug up the gold without going to get a spade. Use these ideas to write a new ending to the story.
- Locate other tales about leprechauns and invite students to read these to other members of the class.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- \_\_\_\_\_

## Success Criteria

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

## Guided Reading Notes

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