

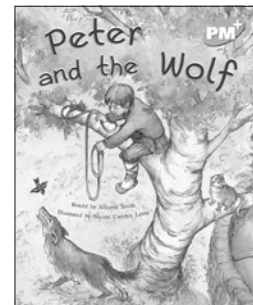
Peter and the Wolf

PM Level 21

Gold

Text Type Narrative

Running Words 644



Preparing for Guided Reading

Orientation to the text

- Introduce the characters and listen to a musical version of the story. Explain how groups of instruments represent characters: bird (flute), duck (oboe), cat (clarinet), Grandfather (bassoon), wolf (horns), Peter (strings).

Prior knowledge

- This traditional Russian tale is about Peter's triumphant capture of the wolf. The retelling is based on the familiar musical version of *Peter and the Wolf* that introduces students to instruments of the orchestra.

Building the Balanced Reader

Vocabulary

Key vocabulary

caught, dangerous, edge, escaping, piece, sure, warning

Content Words

cottage, dizzy, flick, greedy, meadow, reeds, settled, sneak, swallowed, waddled, wasn't, wooden

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 title, and discuss the cover and title page illustrations. Invite students who are familiar with this tale to retell it in their own words.
- Discuss Grandfather's concern for Peter's safety. Explain that a meadow is a grassy piece of land.
- Encourage students to think critically about Peter's disregard for his grandfather's warning. Discuss action words in the text, e.g. *chirped, darted, swooped, waddled*, etc.
- Notice Peter watching in horror from behind the garden wall!

- Explain that Peter's concern for both the cat's and the bird's safety over-rides his own fear of the wolf. Discuss the meanings of *fetch* and *settled*.
- Talk about what will happen to the wolf. Discuss what Grandfather might say to Peter upon their return home.
- Revise prepositions at the beginning of phrases, e.g. *edge of a dark forest, near the house*.
- Revise adverbs ending in *-ly*, e.g. *sternly, happily*.
- Discuss two adjectives before a noun: *beautiful green meadow, fat white duck, big grey cat, greedy yellow eyes*.

Comprehension

- Why did Grandfather tell Peter not to go into the forest? (*Literal*)
- What did the duck do that led to his capture by the wolf? (*Inferential*)
- How would the bird flying around the wolf's head make the wolf dizzy? (*Applied Knowledge*)

Follow-up activities

- Listen again to the musical version of the story. Show pictures of the different instruments. Talk about how the instruments represent the personalities and actions of the characters. Have a taped version of the story available for students to listen to independently. Research instrument groups in an orchestra, e.g. strings, woodwind, brass and percussion.
- Provide each student with a small booklet and have them write about the events that shaped this traditional tale. Encourage them to include speech bubbles in their illustrations.

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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.
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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.
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Guided Reading Notes

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