

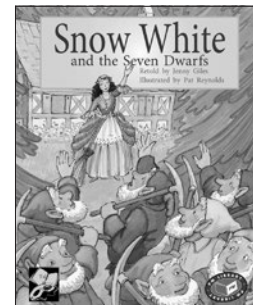
# Snow White and the Seven Dwarfs

PM Level 21

Gold

**Text Type** Narrative

**Running Words** 1776



## Preparing for Guided Reading

### Orientation to the text

- Talk about the word *dwarfs*. Discuss other small mythical characters often featured in traditional tales, e.g. elves — *The Elves and the Shoemaker* (PM Traditional Tales and Plays Turquoise Level), leprechauns — *Patrick and the Leprechaun* (PM Gold Level).

### Prior knowledge

- Talk about different types of homes, e.g. palaces, cottages, apartments, tents, and who typically lives there.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*agreed, amazed, cottage, died, different, forever, replied, same*

#### Content Words

*awoke, beloved, bite, chuckled, daughter, disguised, dwarfs, exactly, fairest, furious, handsome, hillside, huntsman, married, mines, order, palace, poison, return, servants, swept, vain, wicked*

### 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 with students. Look at the cover illustration. Ask, 'What do you think the seven dwarfs do for a living?' Have students justify their answers. Examine the title page illustration. Ask students why a basket of apples is featured and why one is by itself.
- Read the text on pp. 2–3 and chant the verse in italics. Look closely at the illustration and discuss the vanity of the new queen and the opulent surroundings.

- Read the text on pp. 4–5 and chant the new verse in italics. The mirror's response has changed. Why is the queen furious? How does she attempt to solve her problem?
- Have students count the following items — beds, pillows, blankets, chairs, spoons, plates and cups. Take particular note of the size of these items. Ask, 'Who lives here? Why aren't they home?'
- The dwarfs are very surprised to see Snow White. Discuss the situation and how the dwarfs and Snow White would be feeling.
- Why does the Purple Dwarf warn Snow White not to answer the door to anyone?
- Read the text and chant the verse on pp. 12–13. Discuss the wicked queen's plan.
- Is Snow White really dead or just in a deep sleep? Look closely at the facial expressions of the dwarfs and discuss how they must be feeling.
- Identify time connectives used to sequence events in the text, e.g. *Once upon a time; As the years went by; By this time; some time later; Every day; That night; At exactly the same moment.*

### Comprehension

- What did the Queen ask her magic mirror very day? (*Literal*)
- How would Snow White have felt when the huntsman let her go in the forest? (*Inferential*)
- Why did the dwarfs agree to allow the Prince to take Snow white home with him? (*Applied Knowledge*)

### Follow-up activities

- Every morning the dwarfs went off to work down in the mines and returned home in the evening. In pairs have students write a possible timetable showing a typical dwarf's working day.
- Have each student bring a favourite apple recipe from home. Compile these into a classroom 'Apple Recipe Book'. Trial some of the simpler recipes.

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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