

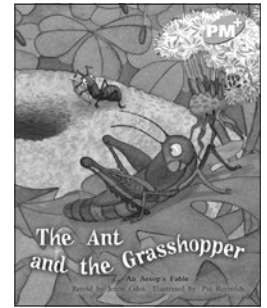
The Ant and the Grasshopper

PM Level 21

Gold

Text Type Narrative

Running Words 528



Preparing for Guided Reading

Orientation to the text

- Re-read a selection of Aesop's fables. Recall that these stories all convey a useful moral or message.

Prior knowledge

- Aesop, the teller of fables, was born in Thrace (Northern Greece) in the 6th century BC, and his stories are still remembered. The moral of this story is: 'The idle get what they deserve.'

Building the Balanced Reader

Vocabulary

Key vocabulary

almost, colourful, danced, different, gathering, However, plenty, spent, underground

Content Words

autumn, bother, creature, foolish, frozen, meadow, miserable, prepare, shelter, underground, wasting, wise

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. Discuss the cover and title page illustrations. Establish the setting as an English meadow.
- Notice that the ant is very busy even though it is summer and food is plentiful. Discuss the meaning of *He hadn't a care in the world*.
- Observe signs of autumn. Compare the behaviours of the two characters.
- Observe further signs of seasonal change on pp. 8–11. Point out how warm and comfortable the ants are. Discuss the grasshopper's plight now food is scarce and the weather cold! Predict what might happen next.

- Ask, *What would you say to the grasshopper if you were the ant?* Read these pages with expression.
- The grasshopper has been lucky! Discuss the meaning of the moral: *The idle get what they deserve*. Emphasise the importance of learning from mistakes.
- Discuss interesting sentence starters: *All summer long, Nearby, All too soon*, etc.
- Revise the suffix *-ful*, e.g. *beautiful, colourful*; and *-able* in *miserable*.
- Clap the three syllables in: *col/our/ful, un/der/ground, gath/er/ing, hap/pi/ly, fav/our/ite*.
- Revise irregular verb forms, e.g. *blow, blew; eat, ate; keep, kept; feed, fed*.

Comprehension

- Why did the ant work so hard in the autumn? (*Literal*)
- Why was it harder for the grasshopper to find food in the winter? (*Inferential*)
- What other animals gather food to eat over the cold winter months? (*Applied Knowledge*)

Follow-up activities

- Re-read the four **PM Library** non-fiction 'Time and Season' texts (Green level). Have students refer to these as they draw pictures of the four seasons on four strips of paper. On card, paste these together to form a circle; showing the ongoing cycle. Have students refer to these as they discuss the decisions made by the main characters and the consequences of their actions.
- Model a character study of the grasshopper. Encourage students to think beyond the text as they suggest words to describe its physical appearance and behaviour.

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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