

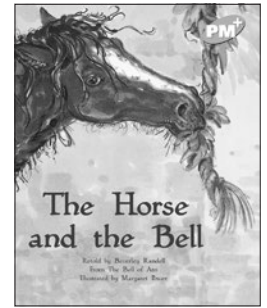
The Horse and the Bell

PM Level 21

Gold

Text Type Narrative

Running Words 644



Preparing for Guided Reading

Orientation to the text

- Discuss reasons why some bells ring, e.g. church bells, house bells, bells for pets and railway warning bells.

Prior knowledge

- In the middle of a town in Italy, there was a tall tower with a bell. The king told his people to ring the bell if a cruel thing had been done to them. This traditional tale is about what happened one day when the bell was rung.

Building the Balanced Reader

Vocabulary

Key vocabulary

allow, chance, cruel, listen, mended, shocked

Content Words

arch, feast, hedges, kingdom, miserable, ruled, soldier, stable, sternly, struck, sunshine, treated, unfair, wandered

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. Study the cover and title page illustrations. Explain that the setting is a hill town in Italy, around the 15th century.
- Observe the types of buildings in the town. Establish the purpose of the tale. Ask, *When might the king's help be needed?*
- Discuss the meanings of *cruel, unfair* and *unkind*. Consider the soldier's reasons for sending the horse away. Describe the horse's physical appearance, e.g. *thin, starving, miserable*.
- Discuss different ways in which the coming of spring is celebrated. Predict what might happen next.

- Compare the king's expression with his earlier kindly look (p. 11). Discuss the meaning of *mended your ways*. Talk about body language, and how shame is often expressed by the person lowering their eyes and head.
- Revise past tense forms of verbs used in the text, e.g. *strike, struck; ring, rang; rise, rose*.
- Discuss emotive words, e.g. *afraid, angry, stern, sorry, kind, miserable*.
- Revise prepositions used in the text, e.g. *beside, underneath, front*.
- Revise compound words: *wintertime, sunshine, roadsides*. Break each of these words into two smaller words.

Comprehension

- When did the King say to ring the bell in the tower? (*Literal*)
- Why did everyone gasp when they heard the bell ring? (*Inferential*)
- How did the King know who owned the horse? (*Applied Knowledge*)

Follow-up activities

- Read a selection of **PM Library Traditional Tales and Plays** that feature royalty, e.g. *Beauty and the Beast* (PM level 22).
- Study the medieval Italian architecture as shown in the illustrations. Have students cooperatively plan and construct a detailed model of the market place using cardboard, boxes, glue, etc.
- Retell the story in a large shared book. Organise students to role-play the story before reading it to a younger class.
- Challenge students to write the names of as many animal homes as they can, e.g. *stable, hive, burrow*, etc.

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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