

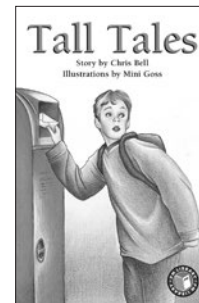
# Tall Tales

PM Level 25

Emerald

**Text Type** Narrative / Letters

**Running Words** 1196



## Preparing for Guided Reading

### Orientation to the text

- At school, Philip is writing to his new penfriend, Anna. He is upset that he has to write to a girl because girls don't like anything that boys like. Anna writes back to Philip. Both Philip and Anna try to make their families and their homes sound more exciting than they really are. Then Mrs Tam tells Philip's class that she has organised a picnic with their penfriends. Philip is worried that Anna might ask awkward questions. On picnic day he hides in the kitchen until the soccer match. When the match starts, a girl tackles Philip to the ground. It's Anna!

### Prior knowledge

- Read the title of the book. Discuss the meaning of the term *tall tales* and talk about any tall tales students may know.
- Discuss the purpose of letters and pen pals. Flick through the book and draw students' attention to the letters. Ask students to locate the name and address of each correspondent.

## Building the Balanced Reader

### Grammatical conventions

- Throughout this text, there are many examples of questions. Discuss the difference between *open* questions, which allow a lot of information to be gained, and *closed* questions that require a limited response. Ask students to locate and classify questions in the text.
- Discuss the use and effectiveness of the ellipsis on p. 30.

### Vocabulary

#### Key vocabulary

addresses, announced, arguing, arranged, awkward, business, chimpanzee, company, envelope, exercise, imagination, mumbled, penfriends, supposed, trapeze, trophies, yacht

### Spelling

- Revise words with difficult letter clusters, e.g. *caught, eight, thought, yacht*. Make lists of other words that have the same letter patterns.

### Visual Literacy

- Discuss the different fonts used for the body of the text, and each of the penfriends. Why has the designer done this?

- Compare the illustrations with the written texts and explain why they don't always match exactly.

### Focusing on the story – guided reading

- Ask students to read silently to p. 6 and identify Philip's opinion of his penfriend. Discuss the concept of *inferred meaning* and help students to understand the difference between information that is *right there* on the page, and information that can be gained from reading *between the lines*.
- Ask students to silently read to p. 11. Then ask, What information about Philip and Anna is right there on the page? What information can you find *between the lines*? Record the information in two lists with the headings *right there* and *between the lines*.
- Read aloud p. 12 while students track the text. Ask them to predict what might happen.
- Read aloud p. 13. Discuss whether the content of the letter is fact or fantasy.
- Ask students to predict what Anna might write in her next letter.
- Ask students what they think of Philip's and Anna's actions.
- Have students read the rest of the book independently, then ask, *What do you notice about the last letters that Philip and Anna wrote to each other? What might be the reasons for what they wrote?*

### Comprehension

- Why did Mrs Tam want the children in her class to have penfriends? (*Literal*)
- Why did Anna and Philip exaggerate the things they owned or had done? (*Inferential*)
- How did Philip and Anna change towards each other? (*Applied Knowledge*)

### Follow-up activities

- Ask students to work in pairs, one playing the role of Anna and the other the role of Philip. Rewrite the pieces of correspondence from the text so each one contains honest and appropriate information. Add one more letter each that might follow their meeting on the soccer field.
- Discuss with students if they have ever exaggerated a situation to make themselves feel better, or look better in the eyes of other people. How did this unfold?

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## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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## Guided Reading Notes

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