

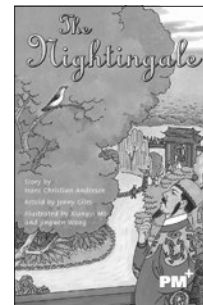
The Nightingale

PM Level 25

Emerald

Text Type Narrative

Running Words 1321



Preparing for Guided Reading

Orientation to the Text

- In an ancient land, a king is enchanted by a nightingale's song, and wonders that such a plain little bird can sing so beautifully. People from all over the world come to hear her sing. One day, the king receives a mechanical bird made of gold and jewels, which sings the same beautiful song as the nightingale. He is fascinated by the mechanical bird and ignores the nightingale, which flies away. However, the king learns that there are more important things than gold and jewels.

Prior Knowledge

- Ask students to predict what text type this book is. List the elements of a fairytale on a chart, e.g. happy ending, royalty, magical element, rags to riches themes.

Building the Balanced Reader

Grammatical Conventions

- Highlight the author's use of adjectives to describe the beauty and riches of the kingdom. Have students differentiate between verbs and adjectives.
- Locate phrases used to sequence events in the text and indicate the passing of time, e.g. *Early one morning*; *During the long summer days that followed*; *As the days passed*.

Vocabulary

Key Vocabulary

altogether, brilliant, chorus, duet, emperor, enchanted, glittering, magnificent, marvel, mechanical, melody, nightingale, precious, pure, remarkable, rejoiced, scurrying, servants, splendid, surrounded, tinkling

Spelling

- Draw students' attention to the use of the suffix *ful*. After searching for words with this suffix, have students consider what the suffix *ful* means. Highlight that one *l* is dropped when writing words ending with *-ful*.

Visual Literacy

- Encourage students to look carefully at the picture of the two birds on p. 16. Ask students to describe each bird in detail.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 10 after setting the focus question: *Are the following statements true or false? The king kept his treasures and riches to himself. The king trained the nightingale to sing. The king cried when he heard the bird sing. The nightingale was unhappy when it was captured.*
- Encourage students to identify the sentence that told them whether the statements were true or false.
- Read about Hans Christian Andersen together (p. 32). Discuss the stories that students know.
- Discuss how many traditional tales contain a moral. Have students predict and write the moral for this story.
- Ask students to read to the end of p. 19 after setting the focus questions:
Why was the gift sent to the king?
What does the king value the most?
Was the king greedy in keeping both birds?
- Ask students to write a thank-you note from the king and share these with other students.
- Share students' responses to the focus questions. Ask them to find the sentence/s that informed them.

Comprehension

- How did the mechanical bird stifle the real nightingale? (*Literal*)
- Who are the important characters in this story? Are all of the characters necessary to the story? (*Inferential*)
- What do you think will happen to the nightingale, the mechanical bird and the king? (*Applied Knowledge*)

Follow-up Activities

- Explain how the following saying relates to the story: *Often we don't realise what we have until we lose it.*
- Locate written instructions for making an origami bird. Provide students with squares of coloured paper and encourage students to follow the written instructions. Model how to fold a paper bird similar to a nightingale.

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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