

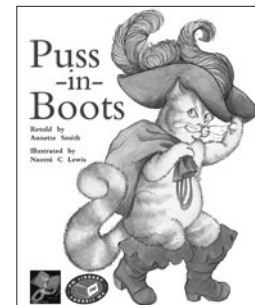
Puss-in-Boots

PM Level 20

Purple

Text Type Narrative

Running Words 1355



Preparing for Guided Reading

Orientation to the text

- Read *Mog the Forgetful Cat* by Judith Kerr (Harper Collins, 1993). Discuss the qualities of the main character Mog. Ask students to write a character sketch.

Prior knowledge

- Talk about typical cat behaviour. Make a list of activities cats do during the day, e.g. eat, clean themselves, nap and play. Look at the cover of the text and discuss what this cat might do that is different to the typical household cat.

Building the Balanced Reader

Vocabulary

Key vocabulary

bowing, clothes, fine, frightened, giant, join, kind, miller, pair, pretending

Content Words

boasted, coach, cruel, drowning, fiercely, eldest, enjoyed, fear, fortune, low, master, palace, pounced, princess, scuttled, shoulder, sons, stew, stroked, waded

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.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Examine the front cover and have students pay special attention to Puss-in-Boots' extravagant costume of a French hat and red boots. Predict why Puss is carrying a bag and what he might use it for.
- Look at the title page illustration. Note that the three symbolic objects play an important part in the story. Encourage students to think about these as they read through the text.

- Use the visual and written information on pp. 2–3 to explain the time and place of the story setting, the main characters, and the problem that is introduced in this narrative.
- Read and discuss the fantasy elements of the tale, e.g. Puss can talk, he wears boots and walks upright. Point out that Puss takes on a human role when he asks for the hat, boots and bag.
- Discuss how Puss-in-Boots puts his plan into action in order to 'make their fortune'. Ask why he might want to please the King.
- Identify compound and complex sentences in the text, e.g. *The miller's son climbed into the coach, and sat beside the beautiful princess.*

The king stopped the coach when he heard Puss-in-Boots calling.

Revise the apostrophe of possession, e.g. *miller's son, master's clothes, king's palace*

Comprehension

- What did each of the miller's sons receive when he died? (*Literal*)
- Why did Puss-in-Boots hide his master's clothes under a bush? (*Inferential*)
- Why did Puss-in-Boots ask the giant to turn himself into a mouse? (*Inferential*)

Follow-up activities

- Ask students to interview a friend or a relative who owns a cat. Find out how their cat helps them. Have the class collect stories about enterprising and interesting cats. These can be recorded using an audio device or made into a class book.
- There are many books written for children with a cat as the main character. Ask the children to bring their favourite 'cat stories' from home or a library to read or talk about.
- Have students continue the story. What adventures might Puss-in-Boots get up to while living in the castle? Invite them to write and share their stories.

Puss-in-Boots

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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, and to integrate reading skills and strategies to derive greater meaning from the text.

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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, and use various reading skills and strategies to improve my understanding of the text.

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Guided Reading Notes

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