

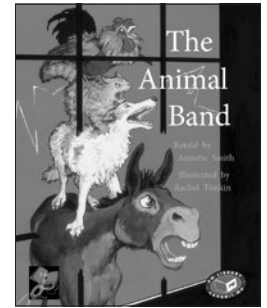
The Animal Band

PM Level 20

Purple

Text Type Narrative

Running Words 1076



Preparing for Guided Reading

Orientation to the text

- Read *The Little Red Hen* (PM Traditional Tales and Plays Orange Level). Talk about the characters taking on human characteristics. Let students explore the term 'anthropomorphic'.
- When reading *The Animal Band*, assist students to understand the meaning of the story and the genre of traditional tales.

Prior knowledge

- Ask students to share a situation where they were not wanted or were excluded from doing something. How did this make them feel? Explain how people need to be included and feel valued. Discuss what they could do to make others feel part of an activity.

Building the Balanced Reader

Vocabulary

Key vocabulary

burned, fine, flapping, frightened, giant, gold, hobbled, hunting, join

Content Words

candle, crow, fierce, fled, hind, knives, master, peered, post, purred, robbers, rooster, smashed, splendid, topmost, trembled, trouble

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 cover illustration and identify the main characters in the tale. Explain that a statue of the four animals can be found in the town of Bremen, in Germany — the origin of this tale. Discuss the title and what an 'animal band' might be.

- Look at the house on the title page. Discuss the roofing and have students suggest whether this tale is set in the past or modern day. Point out that tales are old stories that are often retold again and again.
- Discuss the illustration on pp. 2–3. Have students predict why the sad looking donkey is going out the gate. Read the text to confirm or alter their ideas. Have them suggest what the sentence, 'I will have to go away before something happens to me' could mean.
- Read the text on pp. 4–5 and discuss the human qualities the donkey has. Point out that many animal characters in traditional tales have human characteristics. Ask students what they would do if they were the donkey. How would they deal with the problem?

Comprehension

- Which animals were in the animal band? (*Literal*)
- Why was the donkey so kind to the other animals? (*Inferential*)
- Why were the four friends tired when they came to the forest? (*Inferential*)

Follow-up activities

- Direct students to re-read *The Animal Band* and locate the sentences indicating why each animal was unwanted by their owner. Have them complete the following statement for each animal, 'The _____ was not wanted because ...'
- Have groups of students perform as a band. They will need to make musical instruments from boxes, containers, tins, etc. Here are three suggestions: *guitar* — a box with rubber bands, *shakers* — stones in a plastic container, *drum* — tin covered with strong paper.
- With students, talk about the old people that they know. Discuss what it might be like to be old and the difficulties the elderly face in everyday life. Invite several elderly people to talk to students. Help students to devise appropriate questions and allow them time to practise asking these. As a follow up, ask students to list ways they could help elderly people in the community.

The Animal Band

Date _____

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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.
- _____

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.
- _____

Guided Reading Notes

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