

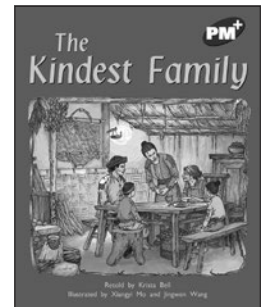
# The Kindest Family

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 538



## Preparing for Guided Reading

### Orientation to the text

- Talk about the meaning of *traditional*. Recall the titles of previously read traditional tales. Consider ways in which they could be grouped, e.g. fairy story, folk tale, fable.

### Prior knowledge

- This is a retelling of a traditional tale from Vietnam. An old woman in ragged clothes arrives in the village. The tale centres upon the thoughtfulness shown towards her by a poor family.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*alone, answered, golden, hardly, knocked, unkind*

#### Content Words

*clothes, fine, hobbled, kind, kindest, ragged, repaid, rice, sack, village*

### 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

- Read the title. Have students predict what the story might be about based upon their previous experiences with traditional tales.
- Study the illustration of the paddy field. Explain how dependent these people are on growing enough rice to eat. Contrast the rich lady's house on the hill with the house of the poor people. Discuss the opposite meanings of *kind* and *unkind*.
- Read the dialogue on pp. 4–9 with expression. Identify the special qualities of the poor family.
- Discuss examples of fantasy, e.g. *a golden sack, magic words*, etc. Have students recall other stories with similar features.

- Ask, *What message does this story give about people?* Write students' ideas on the whiteboard. Remind them that traditional tales are stories that have been handed down from generation to generation.
- Discuss opposites and how they can be formed, e.g. *kind, unkind; above, below; rich, poor; slowly, quickly*.
- Revise word beginnings, e.g. *alone, about; decided, delighted; repaid, remember; below because*.
- Substitute the final consonant to make new words, e.g. *rice, ripe, ride*.
- Discuss rules for using comparatives and superlatives. Use examples in meaningful contexts, e.g. *They were the kindest family in the village*.
- List some of the features of traditional tales, e.g. *Once upon a time ... beginnings, happy endings, etc*. Search for these same features in other traditional tales.

### Comprehension

- What did the rich lady say to the old woman when she knocked on the door? (*Literal*)
- Why was the rich lady annoyed when the kind family became rich? (*Inferential*)
- What is the message in this story? (*Inferential*)

### Follow-up activities

- Encourage students to individually re-read other **PM Library** and **PM Plus** traditional tales. Discuss the characters in these stories. Have students retell their favourites.
- Study the illustrations, taking particular note of the village setting. Make a class mural. Use different textured materials to create the paddy fields, hill, houses, etc.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, 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