

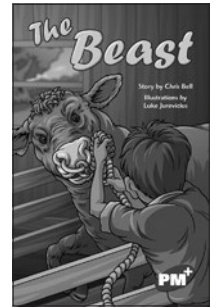
# The Beast

PM Level 28

Ruby

**Text Type** Narrative

**Running Words** 2315



## Preparing for Guided Reading

### Orientation to the Text

- Bryn's family has moved to a farm, and Bryn is not especially pleased about it. In particular, he is not impressed with the bull named Drago. Everyone else thinks Drago is sweet, but Bryn thinks he is mean, even when Drago seems to be becoming friendlier. Then one day, Bryn finds Drago stuck in the dam and, with the help of his family, hauls him out of the mud and saves his life.

### Prior Knowledge

- Explain that the main character is, in one way, the 'odd-one-out' in his family. Ask students whether there is an activity that most other family members enjoy, but they don't. How does it feel?

## Building the Balanced Reader

### Grammatical Conventions

- Ask students to search for comments that Bryn makes out loud and those he thinks to himself. Compare the punctuation – did the author use quotation marks or not? Have students suggest rules for using quotation marks.
- Draw students' attention to the use of alliteration, e.g. mean manure machine. Talk about why authors use alliteration. Have students suggest word partners for words occurring in the text, e.g. *cringed*, *crushed*, *cried*.
- Identify the simile *like sandpaper*, on p. 29.

### Vocabulary

#### Key Vocabulary

*announced, boundaries, concentrate, congratulating, cringed, definitely, despised, dodging, exhausted, extraordinary, inherited, lumbered, luxury, peppermints, pitifully, populated, rasped, reluctant, resentment, revenge, sire, somersaulted, trough, trudged, venturing, warily*

### Spelling

- Locate words that contain the letter cluster *ough*. Group the words according to the sound made by these letters, e.g. *trough*, *rough*, *enough*.
- List words that change the *-y* to *-i* before adding *-es* or *-ed*, e.g. *boundaries*, *satisfied*

### Visual Literacy

- Discuss how the illustrator indicates that Drago is snorting, or a character is moving quickly, e.g. a puff of air, action lines close to the character.

### Focusing on the Story – Guided Reading

#### Reading

- Ask students to read to the end of p. 13 after setting the focus questions:  
*How do you think Drago got his name?*  
*Why did Drago protest each time Bryn approached him?*  
*What sort of farm does Bryn live on?*
- Discuss the concept of 'getting even' (revenge). What is revenge? Is revenge helpful? Can Bryn really get even with an animal?
- Ask students to read to the end of p. 25 after setting the focus questions:  
*Does Bryn manage to get even?*  
*Did Bryn deserve Drago's reaction?*  
*How does Bryn imagine his predicament?*
- Ask students to write a list of farm/household jobs that Bryn could trade in order to be away from the animals.
- Share students' responses to the focus questions, then discuss the following: *Is Bryn terrified of the beast? Explain his relationship with the animal.*
- Share students' responses to the focus questions, then discuss the following:  
*Did Bryn really avoid the bull? (p. 22)*  
*Why did Bryn feel guilty about being followed by Drago?*  
*Why did Bryn put off his search for Drago?*
- Consider which of Bryn's actions were planned and which were spontaneous.

### Comprehension

- What circumstances led Bryn's family to live on a farm? (*Literal*)
- Why did Bryn's parents have Bryn, and not Cara, take Drago back to the paddock? (*Inferential*)
- How dangerous was Drago's predicament? Why? (*Applied Knowledge*)

### Follow-up Activities

- Discuss the need for quick action when a person or animal is trapped. Talk about how struggling to get out of the dam weakened Drago because he had been there for a long time.

# The Beast

Date \_\_\_\_\_

PM Level 28

Ruby

## Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

• \_\_\_\_\_

## Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

• \_\_\_\_\_

## Guided Reading Notes

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