

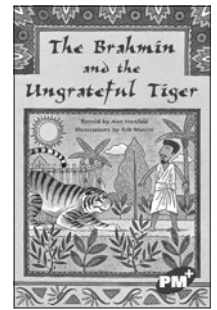
The Brahman and the Ungrateful Tiger

PM Level 28

Ruby

Text Type Narrative

Running Words 2465



Preparing for Guided Reading

Orientation to the Text

- When a Brahman priest rescues a tiger from a cage, he is shocked when the tiger threatens to eat him. The tiger argues that there is no reason why he shouldn't eat the Brahman, because he says that humans are the most ungrateful creatures on earth. The tiger agrees to spare him if the Brahman can find a witness who doesn't believe that all humans are ungrateful.

Prior Knowledge

- Observe that this story is *retold* instead of by Alan Horsfield. Discuss what types of narratives are *retold*, e.g. legends and myths. Discuss what these sorts of stories have in common, e.g. a lesson to be learnt.

Building the Balanced Reader

Grammatical Conventions

- Have students identify which of the tiger's and Brahman's words or actions were most persuasive. Discuss why this was so, e.g. emotive language that could be related to.
- Encourage students to search for words that contain prefixes, e.g. ungrateful. Focusing on the prefixes *un*, *dis* and *im*, have students search for words that have or could have these added, e.g. *tied* – *untied*.

Vocabulary

Key Vocabulary

bamboo, banyan, certainty, considered, despised, disagreement, dissatisfied, doubtful, gnarled, gratitude, hasty, humbly, impatiently, menacingly, merely, miserable, patience, pityingly, pleaded, promises, protested, punish, release, roused, scavenging, securely, smirked, sneered, stammered, suffering, sweltering, threatens, ungrateful, wearily, witnesses

Spelling

- Locate words with an *ow* sound and note which letters combine to make the sound, e.g. *crouched*, *growled*.
- Reinforce why not all words double the final consonant when adding *-ed*, e.g. *punished*, *stammered*.

Visual Literacy

- Discuss the stylised illustrations in the text. Talk about the colours and patterns used to create the atmosphere.
- Note the title of the text is written at the top of the even numbered pages and the chapter title is written on the odd numbered pages.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 12 after setting the focus questions:
Why was the tiger able to influence the Brahman?
What was the Brahman's duty?
- Have students predict a conclusion and accompanying moral for the story.
- Ask students to read to the end of p. 23 after setting the focus questions: *What do each of the witnesses have in common? What is it that shocks the Brahman (page 18)?*
- Share students' responses to the focus questions, then discuss the following:
What were the tiger's arguments for being released?
How could the Brahman have avoided the situation he found himself in?
How does the author ensure that the reader knows the tiger's real intentions?
Was the Brahman naive to let the tiger out?

Comprehension

- Why doesn't the ox support the Brahman? (*Literal*)
- How does the crocodile's opinion differ to that of the other witnesses? (*Inferential*)
- What was the Brahman's plan when he suggested finding five witnesses? (*Applied Knowledge*)

Follow-up Activities

- Allow students to complete and present their **Reader's Theatre** performance.
- Ask students to retell an occasion when they proved they could be trusted to act according to their word.

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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.

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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.

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Guided Reading Notes

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