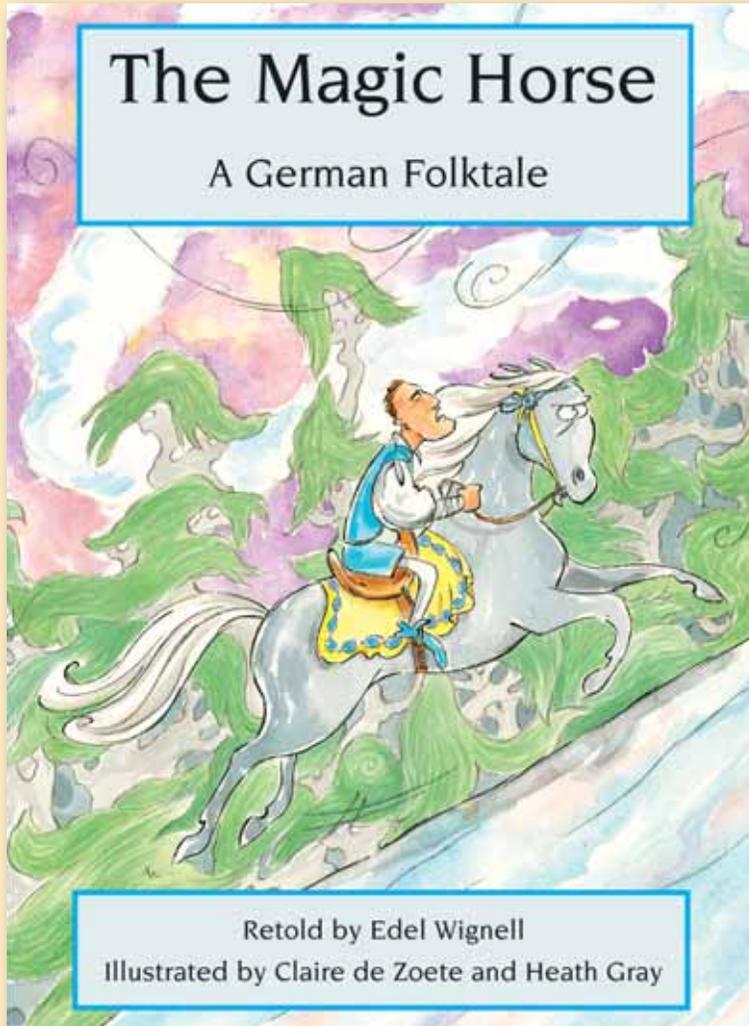




Level 27

Book g



Level	27
Word Count	839
Text Type	Fantasy Narrative (Folktale)
High-Frequency	brother, brought
Word/s Introduced	



MACMILLAN

A Hairy Story

Unusual
Creepy-Crawlies

Carla Visits
Tin Can Bay

Making
Gingerbread Men

Accident in
the Forest

Chinese New Year

The Magic Horse

Predators

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and the illustrators on the front cover. Ask the students – *What country does this story come from? What does folktale suggest to you?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What does the rich man want his sons to do?*

Pages 4–5 *Who kept the first watch? What did he find when he woke?*

Pages 6–7 *Who kept the second watch? Why did he bring a rope and a stick?*

Pages 8–9 *Who kept watch on the third night? What kept him from falling asleep?*

Pages 10–11 *Who did John discover was the thief?*

Pages 12–13 *What did John receive as a reward? What name did he give the reward?*

Pages 14–15 *What did a young man need to do to release the princess from the spell?*

Pages 16–19 *What happened to George's and Michael's horses on the glass mountain?*

Pages 20–21 *Did Corn Robber make it up the glass mountain? Why did John think that Corn Robber had been there before?*

Pages 22–24 *Who did the magic horse really belong to? What happened to John and the princess in the end?*

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AFTER READING

Explain to the students that folktales were often passed through generations as an oral tradition – spoken, not read. Ask the students to work with a partner. Have them each reread aloud half the book, then close the book and retell their section of the story from memory, as was done in the past.

CODE BREAKER



Developing Specific Skills

Word patterns – *ght* words – *brought, tonight*

Thesaurus activity – see the BLM.

TEXT USER



Folktales often have a problem to be solved, a challenge, a hero, and a victim. Discuss with the students some other folktales which they have heard or read. Ask the students – *Do they have similar characteristics? Do you think this story is very old? Explain your answer.*

MEANING MAKER

The story mentions that the princess is under a spell. Ask the students – *What do you think this spell was?*

This story has two parts. Ask the students – *What is the thing which links the two parts? Do you think the horse is magic?*

TEXT CRITIC

Folktales often have a moral or message for the reader? Ask the students – *Do you think this folktale has a message? Explain your answer.*

27g The Magic Horse

Name _____

Thesaurus Activity

A thesaurus can be a wonderful help when you are writing stories. It can be a book or a tool in a computer program. A thesaurus gives lists of words that you can use to make your writing more interesting. For example –

For the word *run* the thesaurus suggests – *sprint, jog, scamper, dart, rush, hurry*

Use a thesaurus to find interesting words to use, instead of –

nice _____

talk _____

hot _____

lovely _____

Rewrite this section from *The Magic Horse*. Replace the underlined words with words from the thesaurus.

Once upon a time, there was a rich man who had a fine house and garden. Behind his house and garden, he had a field of corn. One day, he noticed that some of his corn was missing.

“A robber must have come during the night to steal my corn,” he said to himself. “I’ll have to catch him.”

27g The Magic Horse

Name _____

This story has two separate parts. What is the first part about?

What is the second part about?

On another sheet of paper, write the second part of the story from the point of view of the princess. That means that the princess is telling the story. The story has been started, for you to continue –

There I was, all alone, stuck in a freezing castle on top of a glass mountain. My only friend, my beautiful silver horse, had disappeared...

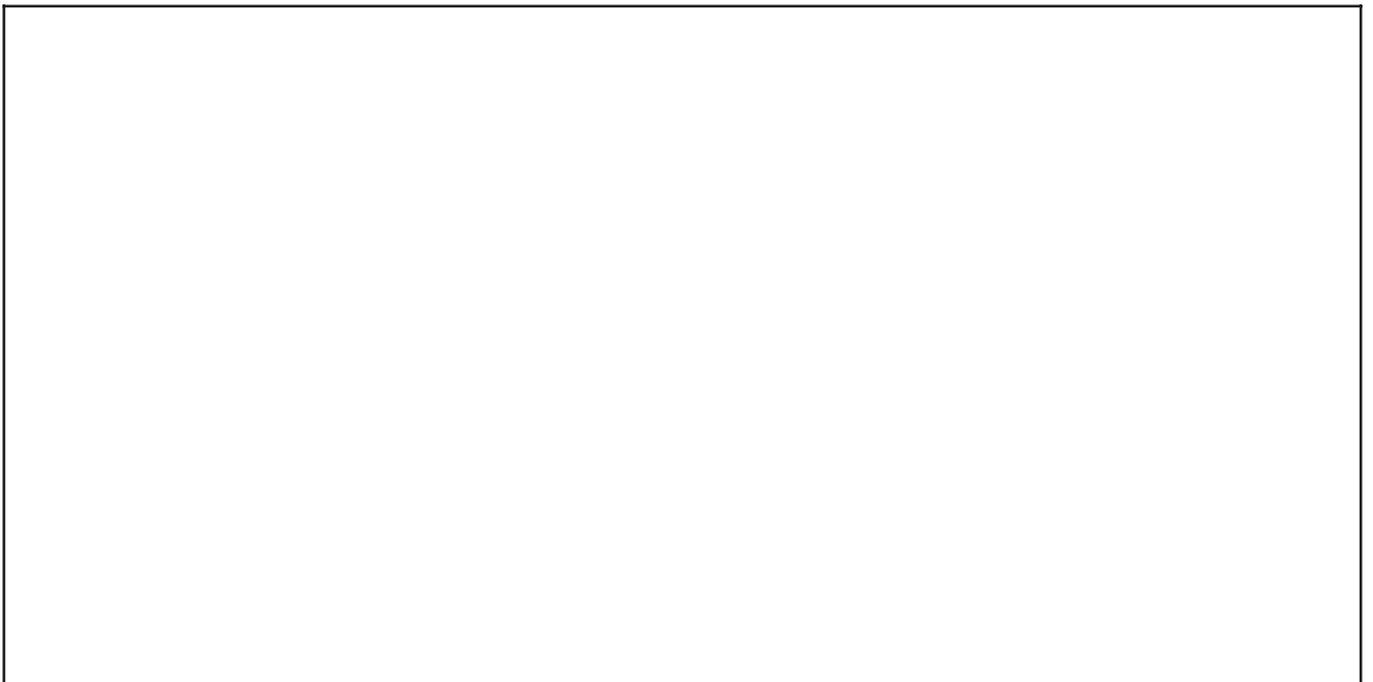
27g The Magic Horse

Name _____

This story takes place in a wonderful land. Draw a map of this land and include the following features –

- The rich man's farm
- The farmhouse
- The corn field
- The stable
- The glass mountain
- The castle
- Anything else from the story that you think should be added

Use plenty of colour in your map and label the features that you have drawn. Give this land an interesting name.



Name of land: _____