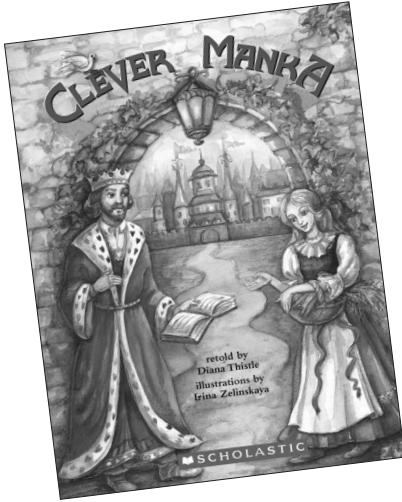


CLEVER MANKA

Retold by Diana Thistle

Illustrated by Irina Zelinskaya



TEXT TYPE: Fiction: Narrative—Folktale
GUIDED READING LEVEL: N

SUMMARY: A farmer and his neighbour argue over who gets to keep a found golden cup. The king helps decide who will keep the cup by offering a riddle for them to solve. When the farmer's daughter, Manka, solves the riddle the king takes an interest in her. Manka and the king marry but her cleverness soon conflicts with the king's affairs, and she must use her keen wit to make sure all will live happily.

TEXT FEATURES

- blurb on back cover
- dialogue

VISUAL LITERACY

- illustrations that provide historical information related to clothes, homes

TEXT SUPPORTS

- familiar form of folk tale
- use of transition phrases to indicate passage of time

POSSIBLE TEXT CHALLENGES

- historical references
- interpretation of riddles

FOCUS COMPREHENSION STRATEGY

- predicting

FURTHER COMPREHENSION STRATEGY

- making connections: text to world

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- dramatization of riddles using a game show-style presentation (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: often uses a range of strategies to read multi-syllabic words

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make predictions from text and picture cues
- recognize and analyze multi-syllabic words
- use transition phrases to aid in comprehension of text

ASSESSMENT TOOLS

Select from the following:

- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

TEACHING TIP: Before beginning, place strategic sticky notes beside the riddles on pages 4 and 8 on each of the students' copies of 'Clever Manka.' These are indicators of when to stop reading and fill in the appropriate riddle on the BLM provided.

Predicting

Activate and build prior knowledge

- Put the following riddle on the whiteboard and ask students for possible solutions: 'What's the difference between here and there?' (answer: the letter 't') Stress that the solutions have to fully answer the riddle, so there's a lot of thinking required.

Predicting and Visual Literacy Features

Introduce supports and challenges

- Based on the pictures, the folk tale genre, and the information gathered in the back blurb, encourage students to predict what the story will be about in partners as a Think-Pair-Share activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*).
- Discuss the following multi-syllabic listed words and ask students to explain how they might help another student who was having difficulty solving the words: 'whoever' (page 4), 'disagreed' (page 10), 'demanded' (page 12).

Word Solving and Building

Set a purpose for reading

Predicting

- When students reach page 4, ask them to stop and fill in the first question of the BLM. Remind them that the best answers are the most interesting answers, as they require a lot of thinking.

Provide for early finishers

- Students who finish reading early may write new riddles for the class.

DURING READING

Monitor reading

- As students read from page 4 to the end of the story, ask individual students to read a portion of the text aloud to you. As difficult words are encountered, reinforce previous lessons on using knowledge of syllables, along with the meaning of the text to solve the word. Always provide a comprehension prompt that highlights the focus strategy (predicting), e.g., *What do you think the next part will be about?*

Observe

- Note any successful reading strategies you observe, e.g., students working out a multi-syllabic word or making a prediction about a riddle.

AFTER READING

ESL NOTE: Create a story map illustrating the sequence of events in Manka’s life. Invite students to draw a picture of each event to ensure understanding.

Predicting

Revisit the purpose for reading

- Revisit the purpose for reading by discussing how Manka was able to solve several problems with her quick thinking. Encourage students to become aware of how and why their predictions may have changed as they read. Ask questions such as, *Did you think the King and Manka would get married?*

Check on outstanding challenges

- Skim through the text with students to identify the transition phrases. Discuss how the use of these phrases allows the readers to maintain a sense of time and how the events follow each other. Focus on the following: ‘When the king came by’ (page 4), ‘The next morning’ (pages 6, 16), ‘The next month’ (page 12).

Note successful strategy use

- Explain a successful strategy you observed, e.g., reinforce that effective readers are always thinking ahead, predicting, and then checking their predictions.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Self-monitoring

Written

- Students write their own riddles and must self-monitor to ensure they are appropriate and engaging.

Predicting

Artistic

- Students draw a picture of what they think happens after the story ends. Do the characters live happily? Do they use riddles in any future adventures?

Making Connections: Text to World

Oral/dramatic

- In groups of three, have students dramatize a riddle from the text by using a game show-style presentation, with the king as host and two students as contestants.

Solving Riddles

Name: _____

Page 4: Riddle: What is the richest thing in the world?

My answer:

Page 4: Riddle: What is the fastest?

My answer:

Page 4: Riddle: What is the sweetest?

My answer:

Page 8: Riddle: How will Manka arrive at the palace neither dressed or undressed, neither riding nor walking, and neither with a gift or without one?

My answer: