

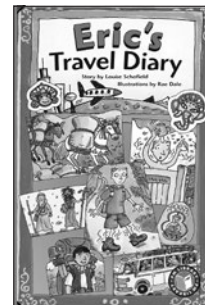
# Eric's Travel Diary

PM Level 29

Sapphire

**Text Type** Narrative

**Running Words** 2466



## Preparing for Guided Reading

### Orientation to the text

- Eric confides in his diary that he's not too thrilled about having to trek in Nepal for four weeks – not only does it mean walking, which Eric hates, it also means missing four whole weeks of television! Getting up before sunrise, no TV, no electricity and no cars isn't exactly Eric's idea of a good time. He wonders why his mother is doing this to him. But after several days of the trip, and with the help of Dilip, the porter, Eric discovers that the magic of the Himalayas is, in fact, even better than TV.

### Prior knowledge

- Observe the cover illustration and title. Ask students to predict where Eric is travelling to and some of the experiences that he might have.
- Ask students if they have ever kept a diary or a travel diary. Discuss how diaries are written in the first person. What sorts of things do we record in diaries? Who is the audience?

## Building the Balanced Reader

### Grammatical conventions

- Note the use of first person pronouns.
- Discuss how humour is included in the text.
- Some words are written in capitals for emphasis.
- Conversational language is supported by the use of contractions.
- Vocabulary: note some of the foreign words used in the text. Discuss Eric's conversational language and explain that this is natural language for a child of Eric's age.
- Brackets are used for asides, or words that are added for special effect such as humour, elaboration or justification.

### Vocabulary

#### Key vocabulary

ancestors, ancient, bamboo, breathe, caravan, checkpoint, gorge, instruments, landslides, pendants, pilgrims, porters, restored, rhodendron, ridge, sacred, staff, suspension, terraces, tinkling, trekking, turquoise

### Spelling

- Discuss the rules for making singular words into plural. Search for *singular* and *plural* nouns in the text.

### Visual Literacy

- Discuss the child-like illustrations in this diary. How do the pictures add meaning to the text?
- How do the bright colours in the illustrations add to the mood of the story?

### Focusing on the story – guided reading

- Read the first page aloud to students. Emphasise the bold and capital text and brackets for asides. Discuss the author's use of these text features.
- Ask the children to silently read to the end of Chapter 4, then ask, *What is Eric's attitude towards this trip? Is his attitude justified? What is the first clue that Eric's attitude may change?*
- Use an atlas to locate Nepal.
- When some people visit new places around the world they experience 'culture shock'. What do you think culture shock is? Why might people experience it?
- Ask students to silently read to the end of Chapter 8, then ask, *If Eric were to live in this area, what are some of the lifestyle changes he would experience? List them. How do we know that Eric is becoming increasingly interested in the trip?*

### Comprehension

- Why doesn't Eric want to go trekking in Nepal? (*Literal*)
- Why didn't Dilip and Eric want to see tigers in the forest? (*Inferential*)
- Why is it harder to breathe at higher altitudes? (*Applied Knowledge*)

### Follow-up activities

- Ask students to revisit each chapter and write a new title based on the events in the text, rather than Eric's humorous record of how many days he has been without television.
- In pairs, ask students to write about an event they didn't want to participate in, but when they did, found they had an enjoyable time.

## Learning Intentions

- We are learning to understand a range of concepts 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 concepts that occur in the text.
- 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