

# Looking for Amelia

PM Level 29

Sapphire

**Text Type** Narrative / Recount

**Running Words** 2928



## Preparing for Guided Reading

### Orientation to the Text

- Emily is unhappy that she and her family are moving into a rundown old house. The discovery of an old doll and a young girl's diary raise some interesting questions about the house's past. Emily and her brother piece together the clues and learn about the family who once lived in the house – and the rightful owner of the doll and diary.

### Prior Knowledge

- Discuss the atmosphere of different houses, e.g. dark and gloomy, bright and lively, ramshackle and mysterious, light and airy.

## Building the Balanced Reader

### Grammatical Conventions

- Have students scan the text for examples of prefixes and discuss the meaning of each prefix, e.g. *un* meaning 'not' or 'opposite to' or 'the reversal of an action'.
- Discuss whether the questions that were posed in the text were **open questions** (requiring a lengthy response) or **closed questions** (requiring a simple one- or two-word answer).

### Vocabulary

#### Key Vocabulary

carriage, contentedly, disagreed, floral, glare, investigative, journalism, journalist, polio, recovered, redecorate, vaccine, victims

### Spelling

- Investigate vowel blends. Sometimes both vowels are pronounced (e.g. *polio*) and sometimes they make one single sound (e.g. *underneath*). Have students search the text for examples of each.
- Locate words in the text that have an *or* sound, e.g. *toward*, *your*, *porch*, *wore*, *haunted*. Group words according to the letters that make the *or* sound.

### Visual Literacy

- Note the different presentation style for the diary pages. Also refer to the dates on the diary entries for information about how long ago the events took place.

- Discuss the purpose of the asterisks on pp. 22 and 25. Explain that this is a technique used by authors to symbolise the lapse of time between events in the text.

### Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 14 after setting the focus questions:  
*How does the author set the scene?*  
*What is Mrs Fraser's motive for giving Emily a gift?*
- Encourage students to rewrite the opening paragraph in a more positive way – from the perspective of Rick, who is happy to be moving to the house.
- Introduce the term *polio* (*poliomyelitis*). Polio is an inflammation of the nerve cells mainly in the spinal cord, which can result in motor paralysis and muscular atrophy. Nowadays children are immunised against polio.
- Ask students to read from p. 15 to the end of Chapter 4 after setting the focus questions:  
*How do the toys of the 1930s compare to the toys of today?*  
*Why does Rick decide to investigate?*
- Share students' responses to the focus questions, then discuss the following:  
*Emily isn't interested in dolls, so why is she attracted to this one?*  
*The author of the diary indicates that the sickness may spread. Which childhood illnesses could have still been around in the 1930s?*
- Share students responses to the focus questions, then discuss the following: *Why does Emily decide to keep the diary to herself at first?*

### Comprehension

- Why is Emily unsettled about moving house? (*Inferential*)
- What are possible reasons for the diary being incomplete? (*Inferential*)

### Follow-up Activities

- Research the disease polio and describe the symptoms. Find out who developed the vaccine that has effectively wiped out the disease from our modern lives. Describe the simple process of vaccination for polio and at what age this is administered.

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## 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 |
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