

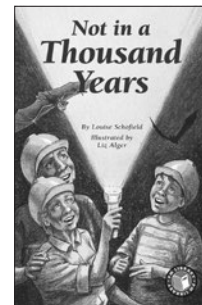
# Not in a Thousand Years

PM Level 29

Sapphire

**Text Type** Narrative

**Running Words** 2864



## Preparing for Guided Reading

### Orientation to the text

- Jack thinks he must be the only kid in the world who loves spending his holidays with his grandparents, but then not many people have grandparents like Marg and Pop. Jack is excited about going camping and when Pop announces he has a surprise for Jack – a surprise he will never guess, not even in a thousand years – Jack can barely sleep! They see so many wonderful things while camping that the whole trip is filled with treats, but when Jack finally sees the surprise that Marg and Pop had in mind, he gets a very special glimpse into another time.

### Prior knowledge

- Observe the cover illustration and title. Ask students to predict the context of the story.
- Explain that the story is set somewhere in Australia and that a thousand years ago Australia's population was made up of an indigenous group – Aboriginal Australians. Ask students what clues about the past might still exist a thousand years later?
- In this story Marg and Pop take Jack camping. Where do people usually go camping?

## Building the Balanced Reader

### Grammatical conventions

- First person – discuss the use of first person pronouns such as *I*, *our* and *we*.
- Discuss the meaning of colloquialisms and expressions such as *mad as a hatter*.
- Identify rhetorical questions in the text that don't require an answer, but are included to encourage the reader to consider the issues raised in the text.
- Discuss more advanced forms of punctuation such as the comma in a series, the ellipsis and the colon.

### Vocabulary

#### Key vocabulary

ancestors, binoculars, boulders, commotion, convinced, direct, gadgets, loomed, nocturnal, mysteriously, occasionally, prehistoric, protective, rapids, reckoned, scampered, secretive, speechless, twine

### Spelling

- Locate words containing letter patterns/sounds *ing*, *ion*, *dge*, *ous*, *ou*, *er*.

### Visual Literacy

- Discuss why a different font is used on p. 4.
- Talk about the flavour of the icecreams eaten by Jack and Monster.

### Focusing on the story – guided reading

- Ask students to silently read to the end of Chapter 2, then ask, *When does this story take place? Did Jack feel embarrassed when he met Marg and Pop? Why?*
- Encourage students to jot down a list of what they would take with them for a successful camping expedition.
- Ask students to silently read to the end of Chapter 4, then ask, *What items did Marg and Pop pack to make the camp enjoyable and relaxing? What clues does Pop give Jack about the surprise?*
- Encourage students to list the items that Marg and Pop packed.
- Discuss the following: 'Marg and Pop acknowledge that Jack can be independent and responsible. In what ways is this shown?'  
'There is a saying that applies to national parks: "Take nothing but photos and leave nothing but footprints." What does this saying remind park users and campers of? Do you think that Marg and Pop would follow this advice? Why?'

### Comprehension

- Why did they have to leave Monster behind?
- How might the trip to the farm have been 'an interesting ride'? (*Inferential*)
- Why did Pop change from saying 'not in a thousand years' to 'not in a million years'? (*Applied Knowledge*)

### Follow-up activities

- Ask students to make a list of rules that apply to people entering and leaving a national park.
- Encourage students to discuss, then write about, the significance of Aboriginal art. Explain that it is a record of the lifestyle of this group of Indigenous people, depicting their stories, culture and day-to-day activities, such as hunting. Examine some of the artwork to gain a deeper understanding of the Aboriginal Australian's way of life.

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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.

• \_\_\_\_\_

## Guided Reading Notes

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