

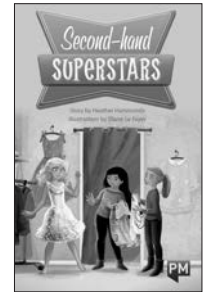
Second-hand Superstars

PM Level 29

Sapphire

Text Type Narrative (Imaginative)

Running Words 7125



Preparing for Guided Reading

Prior knowledge

- Have students share thoughts about wearing clothes that other people have worn before – including clothes bought from second-hand outlets, or hand-me-downs from siblings. Can they think of any good reasons not to wear them?

Orientation to the text

- Sasha is teased at school for wearing second-hand clothes, but her brother Chris comes up with an idea to cheer her up – a school fashion show in which the models all wear second-hand clothes. Sasha realises that this will be an ideal opportunity to show everyone how recycled clothes are both good for people and for the planet. The fashion show is a great success, and raises a lot of money for charity.

Building the Balanced Reader

Grammatical conventions

- Discuss the humorous use of the rhetorical question on p. 52, “*Principal Bernardo is looking sharp tonight, isn’t he?*” Miles said with a wink.
- Talk about the expression *op shop*, and how *op* is an abbreviation of *opportunity*.

Vocabulary

Key vocabulary

advisors, association, charity, disappointed, disheartened, fashion, mistaken, models, outfits, schoolyard, second-hand, stage, superstars, volunteers, wardrobe

Spelling

- Ensure students understand the correct spelling and pronunciation of fashion-based terminology such as *mannequin*, *sequined*.

Visual literacy

- Before reading, have students look at the illustration on p. 56 and guess whether the girls are wearing old or new clothes.
- Have students look at the illustration on p. 6 and ask if there are any hints that would make the casual observer think that Sasha, the girl with the pink beret, is wearing a second-hand hat or scarf.

Focusing on the book – guided reading

- Have students pause after reading to the bottom of p. 7 and guess how they think Sasha will react to Mia’s observation.
- Ask students why they think Mia was so unpleasant to Sasha in front of her friends and other students. What tells us that Sasha is deeply upset about the other students’ taunts?
- Discuss why students at some schools are not required to wear a uniform. Have students share thoughts about the advantages and disadvantages of school uniforms.
- Ask students about the influence that Miles had on the success of the fashion show.
- Have students share thoughts about why fashion is extremely important to some people, and why other people don’t find it very interesting.
- At the end of the story, direct students to look at the illustration and offer thoughts as to whether the girls’ dresses are as good as anything that they could have bought new.

Comprehension

- Whose sister previously owned the hat and scarf that Sasha is wearing at the start of the story? (*Literal*)
- Why did Sasha run home after school that day? (*Inferential*)
- Why are second-hand clothes often just as good as new ones, and sometimes even better? (*Applied Knowledge*)

Follow-up activities

- Have students brainstorm volunteer work that they could do at their age on a regular basis. Have them choose one of these activities and investigate online how they would go about starting this work.
- Have students research the topic ‘Recycling in the Future’ and prepare a speech that they could present to children aged 5–7 years. Have them edit and revise the text and present it at an assembly.

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Date _____

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- _____

Guided Reading Notes

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