

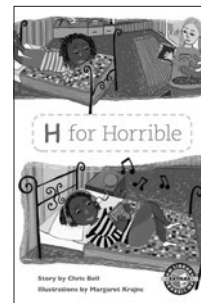
H for Horrible

PM Level 30

Sapphire

Text Type Narrative

Running Words 3081



Preparing for Guided Reading

Orientation to the Text

- Joss can't believe she's become such good friends with Hannah – and they've never met! When Joss wins tickets to the Raging Bandits concert, she invites Hannah to go with her. Joss is in for a few surprises when Hannah arrives to spend the weekend. She discovers she doesn't know her pen pal as well as she thought.

Prior Knowledge

- Predict the storyline from the title and chapter headings. What could the *H* stand for? What do you think is the connection between the two characters on the cover? Brainstorm some synonyms for the word *horrible*.

Building the Balanced Reader

Grammatical Conventions

- Revise more complex sentence structures containing multiple clauses and phrases, e.g. *Joss took Rani and her new litter of puppies across to stay at the veterinary clinic adjacent to the house.*
- Identify adverbs used in the text, e.g. *crossly, fiercely, gradually, helplessly, loudly, miserably.*
- Locate commas used to break sentences into meaningful parts for easier comprehension, e.g. *Joss groaned and looked around the room helplessly until, finally, Miss Orlanski glared at her hard, waiting for her to start.*
- Revise the use of an apostrophe for possession, e.g. *Bandits', Hannah's, Joss's.*

Vocabulary

Key vocabulary

acceptable, adjacent, allergic, assurance, computer, disapproving, disbelief, distressed, enthusiasm, evaporated, exasperation, exchanged, mimicked, pen pals, scrolled, understatement, unmistakable, veterinarian

Spelling

- Identify suffixes added to root words, e.g. *believe – believable, curious – curiously, small – smallest.*
- Locate prefixes added to root words, e.g. *unmistakable, uncomfortably, reassured, disapproving.*

Visual Literacy

- Why do you think the illustrator has included split images on the front cover artwork? What does this suggest about the plot line?
- Look at p. 7. What is the illustrator attempting to achieve with this image?
- How does the layout of the emails impact on the reader?

Focusing on the Story – Guided Reading

- How is Joss feeling before she opens her email? Discuss how girls became friends. Talk about some important rules when chatting with unknown people online.
- How do you feel before you read an important letter? Why are you sometimes a little nervous?
- Why wasn't Joss annoyed at her mother for reading her email? Discuss how you would feel if someone read your mail.
- Discuss why the family wanted to please Hannah so much. Talk about extending courtesies to visitors, even if they have different thoughts and interests to your family.
- Ask students to explain how they would have dealt with Hannah if they were in this situation.
- Give reasons why Hannah lied about her allergies. Why was this the wrong thing to do?
- Talk about why Hannah decided to pet one of the pups, even though it had been explained to her not to. Ask students how they would have reacted and what they would have said to Hannah.

Comprehension

- How did Joss get the tickets to the Raging Bandits' concert? (*Literal*)
- How was Joss feeling when Hannah wasn't enthusiastic about anything? (*Inferential*)
- Why was Joss so angry with Hannah when she was handling the pups? (*Applied Knowledge*)

Follow-up Activities

- Ask students to compare the characters of Hannah and Holly by listing their similarities and differences.
- Talk about why the author gave all of the children in Hannah's family names starting with *H*.

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Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.

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Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.

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Guided Reading Notes

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