

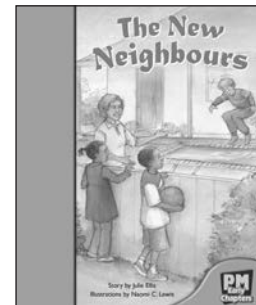
The New Neighbours

PM Level 17

Turquoise

Text Type Narrative

Running Words 381



Preparing for Guided Reading

Prior knowledge

- Students should be familiar with what autism is and some of the common characteristics of people with autism.

Orientation to the text

- Matthew and Emma are excited to meet their new neighbour, Dan. Dan's mother explains that Dan has autism and finds it difficult to relate to other children, but Emma finds the perfect way to teach him to play games.

Building the Balanced Reader

Vocabulary

Key vocabulary

autism, counting, neighbours, new, numbers

Content words

counters, games, maths, teach, trampoline

Decoding

- Encourage students to use the illustrations to confirm their reading of more difficult words in the text such as *trampoline*.
- Look at the word *counting*. Ask, *What is the base word? What other words do you know that start with count?* Instruct students to watch for other 'count' words as they read the text.
- Talk about self-correction with students and support them to reread the text if what they have read does not make sense.

Focusing on the book – guided reading

- Discuss the cover and title. Look carefully at the cover illustration and ask, *Who can you see on the cover? What do you think is going to happen in the story?*
- Read pp. 2–3. Discuss what Emma and Matthew are looking at. Ask, *Do you agree with Emma and Matthew? Who do you think might be moving in next door?*
- Ask students to read to pp. 4–5. Ask, *Why do you think the boy didn't respond to Emma and Matthew? What do you think they will do next?*
- Look at pp. 8–9 together. Ask students to identify the contractions on the page. Ask, *What is each contraction short for?*

- Continue to p. 13. Ask, *What do you think will happen next? Are there any predictions you have made about the text that you would change now that you have read this far?*
- Look at the word *wouldn't* on p. 12. Ask, *What sort of word is this? What is it short for?*
- Read to the end of the text. Briefly summarise the text together. Ask, *Is there anything you didn't understand? Do you have any questions about the story?*
- Ask students to reread the text using expression to show how each character was feeling.

Comprehension

- What was Dan doing when Matthew and Emma first met him? (*Literal*)
- How would you describe the character of Emma? (*Inferential*)
- Why did Clare think it was a good idea when Emma bought her number game over? (*Inferential*)

Follow-up activities

- Read some other stories about children with autism with students. Describe the characters in the stories together and talk about how students can support people with autism to feel comfortable.
- Cut out a variety of pictures of people, animals and interesting characters such as superheroes or aliens from magazines or print some from the internet. Put them in envelopes and give each student, and yourself, one of them. Model writing a story about the day that your person or animal moved in next door. Write a list of key useful vocabulary together, then ask students to write and illustrate their own stories.
- Send students on a contraction hunt. Ask them to look through any examples of text in the classroom, including books, newsletters or even their own writing, and in small groups, have them record as many different contractions as they can. Instruct the groups to swap lists with another group and have them write out the full version of each contraction. You might also like to consolidate all the contractions students found into a class reference chart.

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Learning Intentions

- We are learning to read and expand contractions.
- We are learning to make and adjust predictions about a text.

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Success Criteria

- I can identify contractions and say what they are short for.
- I can use information in the text to confirm or change my predictions about the story.

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Guided Reading Notes

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