

Deep Time

PM Post-Level 30

Text Type Narrative

Running Words 10 313



Preparing for Reading

Prior Knowledge

- Discuss with students the changes that take place when a new family member arrives. What adjustments need to be made by other family members during this time? Are these changes initially positive or negative? How does this change as the new arrival becomes a little older?

Orientation to the Text

- Jack lives with his mother and stepfather, and young twins Daisy and Danny. He feels neglected within the family unit, and sees himself as a babysitter when Mum needs help with the twins. Eventually, Mum arranges for Jack to move to live with his father, who is a palaeontologist, living in primitive remote conditions. Initially, this lifestyle is very confronting for Jack, but he adjusts to his new environment and begins to enjoy his new lifestyle. But, one day, Jack's dad has an accident on the digging site and everything changes.

Building the Balanced Reader

Comprehension

- What did Ryan sometimes call the twins? Why did he choose this expression? (*Literal*)
- What adjustments did Rocky have to make to accommodate Jack? (*Inferential*)
- Why does Jack call Rocky 'Dad' at the end of the story? (*Applied Knowledge*)

Analysis and Critique of the Text

- What examples of emotive language has the author used? What effect do these have?
- Why do you think the author gives so much information about Blossom's character in the story?
- Why doesn't Jack tell his friends what the conditions at his dad's place are really like?
- Do you think Jack really misses his family?
- How will Jack's relationship with his father change after the events in this story?
- What are the typical narrative structures evident in this text?
- How has the author encouraged the reader to continue reading?
- Identify multi-clause sentences in the text. How do they contribute to the description of the characters and setting in the story?

- Do you think life will be any different for Jack when he returns to live with Ryan and his mother? Why?
- If you could be one of the characters in the story, which one would you choose and why?
- Why has the author placed Jack's father in such a barren environment?

Vocabulary

- Assist students to understand or locate the meaning of these words from the story:
ambled, appease, begrudgingly, clambered, clamouring, cocooned, compensation, constricted, contemplating, curtly, debris, desperately, dignity, facade, facets, fleeting, hypnotic, injustice, motley, painstakingly, perpetually, planetary, preparator, recoiled, resentfully, servant, shards, solitary
- Discuss synonyms for some of the words in the narrative, e.g. *appease* – placate; *clambered* – scrambled; *perpetually* – endlessly.
- Discuss the meaning of the prefix 're-' and make a list of common words that use this prefix, e.g. revisit, reconsider, replay.

Spelling

- Identify multisyllabic words from the text and show how affixes have been added to the base to change the spelling and meaning of each one, e.g. *amble, ambled; begrudge, begrudging, begrudgingly*.
- Locate the words *facade* (page 31) and *debris* (page 42). Research or confirm the origin of these words and check their pronunciation. Then make a list of other words from the French language that we commonly use in everyday English.

Figurative Language

- Locate examples of alliteration (e.g. *constant chaos*), simile (e.g. *they scattered like marbles in opposite directions*) and personification (*Jack's eyes were hungry for trees*). Discuss how these language effects build imagery in the narrative.

Follow-up Activities

- Ask students to locate indicators in the text that Rocky was making an honest effort to establish a connection with Jack. What would have been most difficult for Rocky?
- Using the information in the story, decide whether you think Jack will return to spend more time with his dad in the future. Provide reasons to support your answer.

Learning Intentions

- We are learning to understand how our environment affects the way we live.
- We are learning to use specific vocabulary that makes descriptions more precise.

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Success Criteria

- I can identify aspects of my environment that impact the way I live.
- I can understand and use specific vocabulary to make my descriptions more precise.

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Observation of Reading Behaviours

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