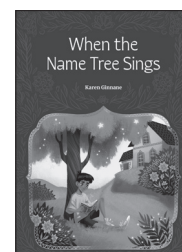


When the Name Tree Sings

PM Post–Level 30

Text Type Narrative

Running Words 11454



Preparing for Reading

Prior Knowledge

- Ask students to discuss the range of emotions they have felt when they experienced a new environment, e.g. a new school with different rules and expectations and no familiar faces, or a new community due to moving to live in another location.

Orientation to the Text

- Zain has recently moved to a new school. His mum is struggling with depression, and his dad has very high expectations of him. When a new teacher at Zain's school sets an assignment for the class, Zain is anxious and unsure how to proceed. But a series of events leads him to present his work in a unique and fulfilling manner, despite setbacks along the way.

Building the Balanced Reader

Comprehension

- How was Mrs Sharyar dressed on the first day of class? (*Literal*)
- What job might Zain's mum secure as a result of the events in the story? (*Inferential*)
- Why did Zain think reading a familiar story to his mum might make her feel better? (*Applied Knowledge*)

Analysis and Critique of the Text

- How does Zain's mother's depression impact the family?
- How would you describe the relationship between Zain and his mother, and Zain and his father? Do these relationships change during the story?
- Why is Mrs Sharyar's bubbly personality important in the development of events in the story?
- Why does the author use structurally incomplete and one-word sentences in the narrative (e.g. *A crowded marketplace with bright spices and dusty camels. Calm. Determined.*)? What effect does this have?
- What does Zain learn about himself when he has the panic attack?
- Why was the allegory a powerful way to present Zain's story?
- Identify some of the typical characteristics of a narrative that appear in this text.

- How effectively has the author represented the main characters in the story? What examples can you provide?
- How does the author use language to engage the reader?
- Why do you think Zain chose to use an allegory to tell his story?
- How is the title of the story relevant to the events that take place?

Vocabulary

- Assist students to understand or locate the meaning of these words from the story:
adrenalin, allegory, bantering, blissful, channelling, embossed, etiquette, firebrand, forestall, humiliated, insistence, navigate, pariah, pestered, plummeted, punctuality, refugees, revelation, scrawny, tentatively, tousled
- Locate the word *etiquette* in the text. Research the origin of this word and make a list of other words that have an '-ette' ending. Which language are they from?
- Discuss other words that have a similar meaning to *allegory*, e.g. parable, analogy. How are these words similar or different in meaning?

Spelling

- Identify the word *panicky* on page 5. Note that the base is *panic* (Greek: from the Greek god Pan). Highlight the addition of 'k' when the suffix '-y' is added. Identify other words that have a similar pattern, e.g. picnic – picnicked; frolic – frolicked; mimic – mimicked.

Figurative Language

- Locate examples of simile (e.g. *like a magpie*), metaphor (e.g. *was a gloomy grey cloud rolling in*), personification (e.g. *the house quivered*; *The name tickled me*) and alliteration (e.g. *fresh air freak*; *kooky confidence*) in the narrative. Discuss how these language effects build imagery in the narrative.

Follow-up Activities

- Ask students to revisit the story and locate events or comments that indicate Zain's mum's condition is improving or worsening.
- Discuss with students a teacher who has had a profound effect on their life. Discuss the events they shared, the lessons they learned and the values they developed as a result of the relationship.

When the Name Tree Sings

Date _____

PM Post-Level 30

Learning Intentions

- We are learning to understand how the people in our lives impact the way we live.
- We are learning to recognise and use more advanced language effects in writing.

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Success Criteria

- I can seek assistance from the people I interact with at home, at school or in the community.
- I can understand and use more advanced language effects in my narrative writing.

• _____

Observation of Reading Behaviours

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