

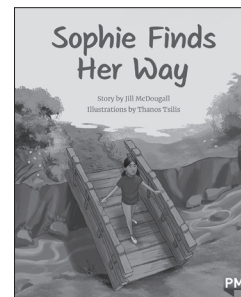
Sophie Finds Her Way

PM Level 18

Turquoise

Text Type Narrative

Running Words 441



Preparing for Guided Reading

Prior Knowledge

- Students should have an understanding of what it means to be blind and some of the challenges that blind people face.
- Students should also be familiar with the basic structure of a narrative and understand that narratives are works of fiction.

Orientation to the Text

- Sophie and Jay leave their campsite to find the owls in the forest. When Jay is injured, Sophie must go for help, even though she is vision impaired. Feeling her way back, Sophie unexpectedly finds out that her sense of smell might be the most useful sense of all.

Building the Balanced Reader

Vocabulary

Key Vocabulary

bridge, close, easy, forest, grabbed, hurt, knee, might, rushing, Suddenly, tightly, towards

Content Words

answer, blind, burned, burnt, dinner, hold, owls, phone, ranger, sausages, scratched, shiver, There's

Decoding

- Encourage students to articulate the strategies they use to work out unfamiliar words and, if needed, prompt them to use additional strategies.
- Prompt students to think about the letters making the 'er' sound in words such as *burned*, *her* and *first*.
- Look at the word *burn* on page 3 together. Talk about the endings added to the base to make the words *burned* and *burnt* in the text.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think is happening in the illustration on the front cover? What makes you say that?*
- Read pages 2–3 together. Ask, *How is Sophie feeling before she goes to find the owls? What tells you this?*
- Point out the first pair of speech marks on page 4. Ask, *What are these marks? What do the speech marks before Let's show us? How are they different from the speech marks at the end of Sophie! ?*

- Continue to page 7. Ask, *How would you describe Sophie at this point in the story? Have you ever had a similar experience?*
- Together, read the text and look at the illustrations on pages 8–9. Say, *The author tells us that Jay is scared. How else might he be feeling? Why?*
- Model reading the dialogue on page 11 with expression for students. Ask, *What do you notice about the punctuation inside the speech marks?* Talk about when to use a comma to show someone has finished speaking but the sentence has not yet finished.
- Continue to page 13. Ask, *What is Sophie feeling now? How would you feel in the same situation?*
- Read to page 16 with students. Ask, *What words on this page tell you how Sophie is feeling? How else do you know this?*

Comprehension

- What part of his body did Jay hurt when he fell over? (*Literal*)
- How do you think Dad felt when he found out about Jay's fall? (*Inferential*)
- What strategies did Sophie use to find her way back to Dad? (*Applied Knowledge*)

Follow-up Activities

- Talk about the five senses with students. Put some different materials, such as a banana, a bar of soap and some Vegemite, in boxes that cannot be seen through. In small groups, have students close their eyes while they smell and touch what is in one of the boxes. Invite students to guess the mystery item and to share how they knew.
- Ask students to share any experiences they have had of being lost. Together, write a list of things you should and should not do if you are lost. Talk about the best ways to avoid getting lost, such as staying with your family or the group if you are out.
- Read another story together for students to practise inferring characters' feelings. Encourage them to give reasons for their responses, using the text and their own knowledge and experiences.

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Learning Intentions

- We are learning to identify and read direct speech.
- We are learning to make inferences about what we read.

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Success Criteria

- I can explain the punctuation used in direct speech.
- I can read direct speech with appropriate expression.
- I can use the text and my own knowledge to suggest how characters are feeling.

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Guided Reading Notes

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