

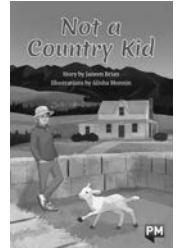
# Not a Country Kid

PM Level 27

Ruby

**Text Type** Narrative

**Running Words** 3761



## Preparing for Guided Reading

### Prior Knowledge

- Ask students to close their eyes and imagine they are in the country. Invite them to describe what they see, hear and feel. Use their responses to predict what the setting of the story might be like.

### Orientation to the Text

- Finn has to leave his beloved dog, Taco, behind when he moves to New Zealand with his mum. Staying on his uncle's farm, he feels lonely and out of place until he takes responsibility for a baby lamb. When he rescues the lamb after it escapes, Finn starts to embrace life in his new country.

## Building the Balanced Reader

### Grammatical Conventions

- Review the use of adverbs throughout the text with students, and discuss how they add more detail to a verb, e.g. *nodded kindly*; *smiled encouragingly*; *tucked awkwardly*. Explain that adverbs often, but not always, end in 'ly'.

### Vocabulary

#### Key Vocabulary

*anxious, cocker spaniel, crevice, dismally, emotions, homesickness, Māori, quarantined, runt, scuttled, shelter, technology, unfamiliar*

### Spelling

- Discuss the letter-sound patterns in *crevice* with students. Compare the pronunciation of the whole word with how we say 'ice' and encourage students to think of other words with the same pattern, such as 'office' and 'justice'.

### Visual Literacy

- Invite students to describe the style of the illustrations in the text. Talk about the tone that they set and why other images, such as photographs, were not used.

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What does the title tell you about the content of the story? How does it connect with the illustration?*

- Discuss with students the different ways that the author showed Finn was upset or crying on page 6. Ask, *Why did the author use different words and phrases to convey the same idea?*
- Read to page 9 together. Briefly revise the concepts of cause and effect. Ask, *What caused Finn's mum to want to move to New Zealand? What effect did the move have on Finn and his mum?*
- Point out the word *pongy* on page 14 and ask students to identify a synonym for it on page 16. Ask, *Why didn't the author choose to repeat the word pongy?*
- Continue to page 19. Ask, *What caused Finn to feel horrified?*
- Read page 29 together. Ask, *What words with similar meanings has the author used to describe how Finn is feeling in the morning?*
- Explore the chain of causes and effects from page 34 to page 37 with students. Ask, *How are the events connected?*
- Identify a pair of synonyms with students on page 43. Invite students to suggest other words that the author could have used.

### Comprehension

- What was Finn's mum doing while Finn was staying with his uncle? (*Literal*)
- Do you think Uncle Rob was a good farmer? Why or why not? (*Inferential*)
- How do humans care for newborn animals on a farm? (*Applied Knowledge*)

### Follow-up Activities

- Have students work in pairs to re-read the text and note all the synonyms for *said*. As a group, discuss how the author's word choices give a more precise picture to readers.
- Choose another country to research together, and invite students to place themselves on an imaginary scale to show to what extent they would like to live there. Allow students to justify their responses and discuss what would be similar to and what would be different from life in their own country.
- Instruct students to write a chapter from the perspective of Uncle Rob. Encourage them to consider what he is thinking and feeling and why, and how his actions show this.

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## Learning Intentions

- We are learning to understand causes and effects.
- We are learning to identify and analyse synonyms.
- \_\_\_\_\_

## Success Criteria

- I can explain why events in the story happened and the effect they had.
- I can find words with similar meanings in the text.
- I can explain the author’s choice of synonyms.
- \_\_\_\_\_

## Guided Reading Notes

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