

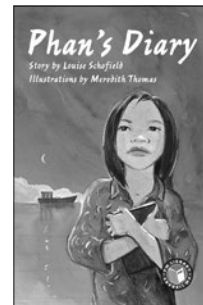
# Phan's Diary

PM Level 27

Ruby

**Text Type** Recount / Diary

**Running Words** 1847



## Preparing for Guided Reading

### Orientation to the text

- Phan writes in her diary. She and her family are not safe in Vietnam any more – they must leave to go to a new country. Phan is sad because she has to say goodbye to her grandmother and grandfather, knowing she may never see them again. Her grandmother tells her that she must be brave and gives her some sweets for the trip. On the Freedom Boat, Phan and her family have a dangerous and scary voyage. There is not enough food and water, and the boat starts sinking! But Phan never gives up hope of reaching safety.

### Prior knowledge

- Look at the introduction on p. 3 and locate Vietnam on a map of the world or in an atlas.
- Introduce the term *refugee*. What are some of the reasons that force people to leave their own countries?

## Building the Balanced Reader

### Grammatical conventions

- Highlight the frequent use of contractions in the text. Explain that because the text is a recount, conversational or informal language is often used.
- Revise the use of capital letters for proper nouns. Note that capital letters are also used for *Freedom Boat* as this is a specific vessel.
- Adjectives are used to add meaning to the nouns in the text, e.g. *dangerous, favourite, hard, refugee, biggest*.
- Discuss the range of past tense verbs in the text. Explain that these are used because the events in the story have already happened.

### Vocabulary

#### Key vocabulary

*afterward, answered, attacked, currents, customs, disappeared, emergency, exhausted, jewellery, ordered, patrol, pirates, provided, refugee, rescued*

### Spelling

- Revise changing -y to i before adding *es* to make plurals, e.g. *families, candies*.

### Visual Literacy

- Discuss with students why there are both Chapter headings and dates in the text.

- Use the illustrations to find evidence of what conditions would have been like on the boat. Talk about the comfort levels for the passengers.

### Focusing on the story – guided reading

- Turn to pp. 4 and 5. Discuss the features of a diary. Why is a diary format a good choice for the presentation of this story?
- Direct students to read independently to the end of p. 13, then ask,  
*Why can't Phan say goodbye to her grandparents?*  
*What could be the reason(s) why Phan and her family are leaving?*  
*What connection does Phan have with the stars?*  
*Who else used the stars to find their way to new places?* (Explorers and sailors.)
- Encourage students to prepare a sheet where they record the predictions/speculations of reasons why the family is leaving their home.
- Discuss why the dates are prominently displayed? What is the purpose of writing a story as a diary?
- On p. 11, Bo calls the boat the *Freedom Boat*. Why are capital letters used in proper nouns? Why are the names of ships and boats included?
- Discuss: 'On p. 23, Bo shouts that people had children in the refugee camp. What is a *refugee* and why is Bo's speech not in speech marks?'
- Have students read the rest of the book independently, then ask, *After being turned away from harbour and safety, what happens to the Freedom Boat? What are the refugees given to revive them?*

### Comprehension

- Why does Phan's family have to leave their home? (*Literal*)
- Why did Phan's family leave in the middle of the night? (*Inferential*)
- At the end of the trip, what do you think Phan will do with her diary? (*Applied Knowledge*)

### Follow-up activities

- Ask students to research the major countries people travel from to make a new life in this country. Discuss reasons for this move.
- Encourage students to think ahead six months from July 1 and write Phan's new diary entry. Explain where they are living, what jobs her parents are doing and what each family member is doing.

## Learning Intentions

- We are learning to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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