

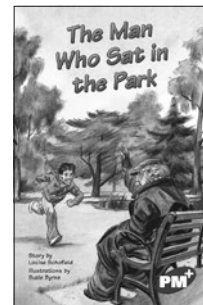
# The Man Who Sat in the Park

PM Level 27

Ruby

**Text Type** Narrative / Recount

**Running Words** 2099



## Preparing for Guided Reading

### Orientation to the text

- Bradley becomes friendly with Stan, an old homeless man in the park. Stan doesn't speak English very well, but they can communicate. Bradley volunteers to help at the men's shelter and finds out more about his new friend. Stan makes Bradley a paper boat to sail in the park pond. One day, Stan doesn't show up in the park, and Bradley discovers he has been taken to hospital. When Stan dies, Bradley's parents give him a model boat to remind him of his friend.

### Prior knowledge

- Ask students to read the title of the book and observe the cover illustration. Have them consider what the relationship between the boy and the man might be. How did they make this prediction, e.g. facial expression, body language, gestures etc.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the informal language used in the text, and explain why it has been used.
- Revise the homophones *to*, *two* and *too*, and encourage students to create oral sentences indicating the correct use of these words.
- Locate comparative and superlative forms of adjectives in the text, e.g. *better*, *bushiest*. Explain how these words compare two or more items.

### Vocabulary

#### Key vocabulary

*allowance, aprons, bother, bushiest, chucked, clattering, curious, expecting, offered, relatives, shelter, shuffling, visitors*

### Spelling

- Make a list of words that end with the suffix *-less*, e.g. *homeless*. Explain how this changes the meaning of the root word.
- Locate words in the text that contain the letter cluster *ough*, e.g. *brought, though, thought*. Note that this cluster has different sounds in different words.

### Visual Literacy

- What does the illustrator do to show the movement of the ball as it flies through the air?

### Focusing on the story – guided reading

- Ask students to read to the end of p. 13 after setting the focus questions:  
*Why does Bradley's mother tell him to be careful when they go to the park?*  
*Why is Bradley curious about the man in the park?*  
*How do Bradley's views change?*
- Encourage students to revisit the front cover illustration and make some predictions about the storyline, based on the new information about the two characters' relationship.
- Ask students to read to the end of p. 20 after setting the focus questions:  
*Why did Stanislav give Bradley the boat?*  
*How would Stanislav know that Bradley had visited?*
- Share students' responses to the focus questions, then discuss the following:  
*Did Ben deliberately throw the ball to land at the feet of the man in the park?*  
*What evidence is there that Bradley is more mature than Ben?*  
*What circumstances may have caused Stanislav to have become homeless?*
- Ask students to find examples of informal language in Bradley's diary. Have them suggest alternative language that may be used if this was a recount that Bradley was writing at school, for an audience.
- Share students' responses to the focus questions, then discuss the following:  
*Why didn't the nurse allow Bradley to visit Stan?*  
*Was the paper plane for Stanislav to use or was it a symbol? Explain.*  
*Why does Bradley keep thinking about Stanislav?*

### Comprehension

- What is a men's shelter? (*Literal*)
- Why did Mrs Thompson organise for Bradley to do volunteer work with his grandmother? (*Inferential*)
- What may cause someone to become homeless? (*Applied Knowledge*)

### Follow-up activities

- Ask students to identify the 'time elements' used in the book, e.g. dates at the top of pages and wording in the text. Ask them to use these to form their own factual statements, e.g. *Stanislav became very ill on the 19th of June.*

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## Learning Intentions

- We are learning to understand a range of themes that we encounter in everyday life, and understand the impact of stereotyping in our society.
- 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 themes in the text that we encounter in our lives, and can understand how stereotyping affects the way people think and behave.
- 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