

# The Orange Grove Mystery

PM Level 27

Ruby

**Text Type** Narrative (Imaginative)

**Running Words** 4104



## Preparing for Guided Reading

### Prior knowledge

- Have students share any personal experiences of finding homes for stray animals, or of helping to reunite lost pets with their owners.
- Ask students what they think is the best thing to do when coming across a stray animal.

### Orientation to the text

- In this story, Charlie and his friends Abby and Bec see a suspicious-looking man carrying a strange package into a cabin at the holiday park they are staying in. They decide to find out what is going on. They soon find a stray kitten, which eventually connects them to the man and leads them to realise that he isn't up to anything suspicious at all, but has been using his cabin to look after stray animals.

## Building the Balanced Reader

### Grammatical conventions

- Have students reread pp. 34 and 35, and compare the use of textual dashes on each page: the dash on p. 34 is used to add extra information, while the dash on p. 35 is used parenthetically.

### Vocabulary

#### Key vocabulary

*accomplice, committee, embarrassed, farmhouse, festival, grove, hypocrites, investigate, marmalade, mysteries, photographer, ponytail, reputation, spontaneous, squinting, suspiciously, trampoline, urgent, welfare*

### Spelling

- Discuss the word *hypocrite*, pointing out that the *e* does not change the sound of the *i* as it usually would. Have students share knowledge about what this word means.

### Visual literacy

- Have students look at the newspaper illustration on p. 48. Discuss the typical features of a newspaper article, including masthead, article title, photos, captions and article text.

## Focusing on the book – guided reading

- Discuss what Charlie means by, *I let out my most dramatic sigh. "My holiday has been just been ruined," I moaned.* Ask, *Do you think Charlie really means this?*
- After reading p. 9, ask students what sort of the person they think Mrs Boots is, particularly after she speaks so sternly to the children in front of Mum.
- After reading Chapter 3, ask students if they think the characters are judging Bushy Beard too quickly.
- Talk about Abby's notes on p. 17. Ask students if they think the ABC Gang have stumbled across something serious.
- After reading p. 25, ask students if they think Marmalade will have a big effect on how the story unfolds.
- Ask students which particular characteristics of Marmalade's make Mrs Boots choose him as the festival mascot.
- Are students surprised that Patrick is so caring about animals? Do they think his appearance leads people to make incorrect judgements about him?

## Comprehension

- What happened to Mrs Boots just as she was giving her speech? (*Literal*)
- Why did everyone dress up in their party clothes for the Orange Festival? (*Inferential*)
- Why do many annual festivals have themes and mascots? (*Applied Knowledge*)

## Follow-up activities

- Have students imagine what might have happened if Patrick had seen the children hiding around the side of the house on pp. 12–13. How might he have reacted? Ask students to write a page of dialogue that might have been said between Patrick and the children.
- Ask students to draw up their own poster to help Marmalade find a good home.

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## Learning Intentions

- We are learning how 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