

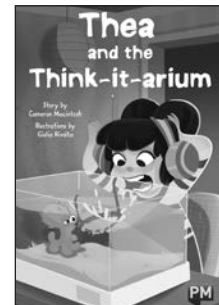
Thea and the Think-it-arium

PM Level 27

Ruby

Text Type Narrative (Imaginative)

Running Words 3117



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of looking at or taking care of goldfish.
- Ask students if they have ever thought up an imaginary pet. Have them share details about the type of creature this was, and what it was able to do.

Orientation to the text

- Thea has always wanted a goldfish and a fish tank, so she is thrilled when she finds something even better, a think-it-arium. This new invention allows her to think up any creature she likes, and see it in her tank. When Thea feeds the creatures in her tank, they grow out of control and escape into the city. Thea and her brother have to use all of their ingenuity to trap and un-think these creatures.

Building the Balanced Reader

Grammatical conventions

- Discuss why, in stories set in the future, new words often need to be made up, e.g. *think-it-arium*, *un-think*, *micro-specs*.
- Talk about time expressions in the story, and how they give it a believable timeframe, e.g. *A few seconds later*, *That afternoon*, *After a few minutes*, *The next morning*, *A moment later*.

Vocabulary

Key vocabulary

amazement, astounded, belief, brochure, creatures, dangerous, desperately, devoured, drainage, emergency, exploding, goldfish, headset, implements, jellyfish, reluctantly, showroom, situation, tropical, warehouse, whatsoever

Spelling

- Draw students' attention to the invented words in the text, particularly the creature names, e.g. *cacto-pus*, *crabbit*. Ensure they understand the words they have been derived from, to aid spelling and pronunciation.

Visual literacy

- Have students look at the billboard on p. 36. Ask them to identify the features that make this billboard eye-catching and easy to read.

Focusing on the book – guided reading

- Discuss with students why it might be such a novelty for a child in the future to have a real, breathing animal as a pet.
- After reading Chapter 1, have students offer thoughts as to what could go wrong when Thea sets up the think-it-arium at home.
- Ask students why they think the cacto-pus is so determined to hold onto the micro-specs throughout the story.
- After reading p. 25, pause and have students offer thoughts as to other things Thea might not have been told at the shop.
- Discuss the pedestrians' reactions to the creatures in the illustration on pp. 34–35. What do students think the people find so terrifying about these creatures?
- After reading p. 44, have students pause and offer thoughts as to what Maggie plans to do, now that the creatures are trapped in the pool.
- At the end of the story, ask students what sort of creatures Thea is likely to visualise in the think-it-arium from now onwards.

Comprehension

- What did Thea use the special headset for? (*Literal*)
- What made the strange smell in Thea's bedroom? (*Inferential*)
- Why is this story called an 'imaginative' narrative? (*Applied Knowledge*)

Follow-up activities

- Have students imagine that they have their own think-it-arium at home. Have them draw and name a sea creature that they would like to think into existence.
- Ask students to think of as many combined creature names as they can, similar to *crabbit* or *cacto-pus*. Have them choose their favourite name amongst these, and write a story about this creature escaping from a think-it-arium.

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