

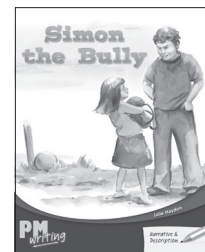
# Simon the Bully

PM Levels 22/23

Gold

**Text Type** Narrative/Description

**Running Words** 410



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also be familiar with the kinds of things that bullies do and be able to put themselves in the shoes of different characters.

### Orientation to the Text

- Most students have been bullied or been a bully at some stage. This book tells the story of Simon the bully through a narrative, and then provides a description to help the reader understand him better.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*afraid, angry, bravely, bully, important, lonely, powerful*

#### Content Words

*annoyance, attends, especially, introduced, scowls, quietly*

### Decoding

- Guide students to break down larger words into units of meaning, such as a base word and suffix, to help them decode more easily.
- Look at the word *important* on page 5. Clap the syllables in the word and compare the number of claps with how many syllables there are.

### Fluency and Phrasing

- Talk about how the characters in the text might be feeling, and practise reading with expression that reflects this.

### Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Point out the two text types that are within the book. Ask, *What do you think the narrative will be about? What information do you think will be in the description?*
- Read to page 3 together. Say, *Think about a time that you have been angry. What made you angry? What did you do?*
- Look at page 7. Explain what an adverb is and point out the word *bravely*. Ask, *How does this word add to the meaning of the text?*

- Read page 8. Invite students to find the adverb on the page. Ask, *How do you know this word is an adverb?*
- Continue to page 9. Ask, *Which character in the text do you most identify with? Why?*
- Read page 10 together. Ask, *Do you know someone a bit like Simon? How are they similar to him?*
- Continue to page 12. Discuss what it means to be lonely. Ask, *Can you think of a time when you have been lonely like Simon?*
- Read page 14. Point out the word *Sadly*. Ask, *What sort of word is this? How do you know?*
- Continue to page 16. Ask, *What words could you use to describe Simon?*
- Re-read the text together. Ask, *What are the most important things the author wanted you to learn from these texts?*

### Comprehension

- How does bullying Tim make Simon feel? (*Literal*)
- Why did one of the boys say “Good on you, Tim”? (*Inferential*)
- What could Simon do to be happier? (*Inferential*)

### Follow-up Activities

- Conduct a circle time activity to explore how the students in the group are feeling about and coping with bullying at school. Invite students to share how it feels when someone says something complimentary to them and contrast this with how it feels when someone says something mean or thoughtless. Discuss actions that students can take to make a positive contribution to the lives of those around them and ask students to choose one to focus on.
- Discuss with students how Simon could make changes to be a happier person. Ask students to write a letter to Simon that focuses on his strengths and offers him support.
- Brainstorm different bullying scenarios that students are aware of and list them on the board. Put students into small groups and ask them to make up a short play using their problem-solving skills to incorporate an effective way to stop the bullying. Invite students to perform their plays for each other and discuss how students could use the strategies they identified in real life.

# Simon the Bully

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to make connections with what we read.
- We are learning to identify parts of speech.

• \_\_\_\_\_

## Success Criteria

- I can relate events in the text to my own experiences.
- I can find adverbs in the text and suggest why the author used them.

• \_\_\_\_\_

## Guided Reading Notes

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