

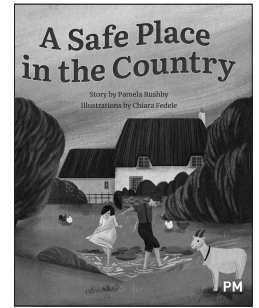
# A Safe Place in the Country

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 1493



## Preparing for Guided Reading

### Prior Knowledge

- Students will need to be familiar with where England is and its relationship with Australia. In addition, students will need context about World War II and the impact it had on England.
- Talk with students about life in the mid-twentieth century, including how handwritten mail was one of the only forms of communication, and the cultural differences in areas such as music.

### Orientation to the Text

- Kenny is sad when he overhears his parents talking about sending him and his little sister, Brenda, away to the country to stay safe before the war begins. Although it takes a while, the children gradually settle in to life in the country, but they still wonder when they are going to see their parents again.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*British, government, operation, postmistress, students*

#### Content Words

*clipboard, gulped, postcard, promised, separated, thatch, village, volunteers*

### Decoding

- Guide students to break down compound words, such as *postcard*, into the two smaller words that make them up to help students work out the meaning.
- Encourage students to think about what word would make sense in the sentence when they reach an unknown word. Support them to read through the whole sentence to check if their prediction matches.
- Read the word *government* together. Ask, *What is the base of this word? How does the base relate to the meaning of the word?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Why might the country be a safe place? What is the difference between the country and the city?*

- Read pages 2–3 together. Talk about Operation Pied Piper and why it was necessary at the time. Point out proper nouns on the pages, such as *World War II* and *London*, and discuss what a noun is. Ask, *Why do these nouns have capital letters?*
- Continue to page 5 and briefly explain literal comprehension to students. Ask, *How old are Kenny and his sister? Point to the place in the text where it tells you this.*
- Look for all the proper nouns on pp. 8–9 with students. For each, talk about why it is a proper noun. Ask, *Is station a proper or a common noun? Why?*
- Read pp. 14–15 together. Ask literal questions such as, *What is the name of the village the children are sent to? Why didn't the farmer want to take Kenny's sister, Brenda, too?* Guide students to find the answers in the text, rather than relying on memory.
- Ask students to read page 18 and find an example of a common noun and a proper noun. Invite students to share and explain their choices.
- Continue to page 21. Ask, *What does the story say will always be delivered? Where does it tell us this?* Talk about the meaning of this sentence.
- Read to the end of the story. Review the words with capital letters on page 24 and discuss whether each one is a proper noun. Talk about other instances when capital letters are used, such as at the start of a sentence.

### Comprehension

- What school did the children go to in the city? (*Literal*)
- How do you know that Kenny wasn't happy about going to the country? (*Inferential*)
- Why do you think only the children were sent away and not their parents? (*Applied Knowledge*)

### Follow-up Activities

- Listen online to the songs referred to in the story – 'The Lambeth Walk' and 'Keep the Home Fires Burning'. Talk about the messages each song gives and join in singing them with students. Invite students to share which of the two songs they prefer and why.
- Read 'The Pied Piper of Hamelin' with students. Ask them to think about why sending children to the country during World War II was called 'Operation Pied Piper'. Discuss whether or not students think this was a good name.

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## Learning Intentions

- We are learning to understand what we read.
- We are learning to identify and classify nouns.

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## Success Criteria

- I can find key words and phrases in the text to answer questions.
- I can find common and proper nouns in the text and explain the difference between them.

• \_\_\_\_\_

## Guided Reading Notes

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