

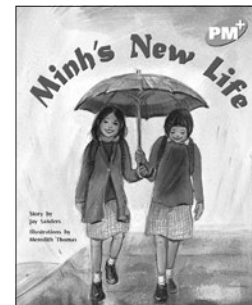
Minh's New Life

PM Level 24

Silver

Text Type Narrative

Running Words 842



Preparing for Guided Reading

Orientation to the text

- Introduce Minh who, until three weeks ago, lived in Vietnam. Find Vietnam on a world map. Show students pictures that will aid their understanding of Vietnam's location, size, climate and customs.

Prior knowledge

- Discuss how confusing it must be for new immigrants settling in an English-speaking country if they are unable to understand the language. In this story, Minh, a young Vietnamese girl, must travel to school alone for the first time.

Building the Balanced Reader

Vocabulary

Key vocabulary

disturb, familiar, notice, recent, travelled, understand, whenever

Content Words

briskly, confused, downpour, glanced, impatiently, nervously, passengers, pavement, rumbled

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Examine the cover and title page illustrations. Encourage students to talk about changes they have had to cope with, e.g. changing school or moving to a new town.
- Talk about how stressful it would be if you did not understand the language being spoken in your new environment.
- Study the illustrations on pp. 4–7. Search the text for phrases that describe what Minh's life was like before and what it is like now.
- Why did Minh wake early?
- Discuss the phrases, *sick with fear* and *fear gripped her*. Talk about why Minh turned away from someone who wanted to help.

- Identify Minh's extreme insecurity on pp. 14–16. What does *her heart skipped a beat* mean? Consider the relief that she must have felt when Lan came to her rescue. Discuss ways in which students might help children like Minh settle more easily into a new school.
- List unusual colour names, e.g. *emerald*.
- Discuss making new words by adding a suffix to the root word, e.g. *peace, peaceful, peacefully*.
- Revise and name different forms of punctuation, including the use of a spaced dash.
- Identify specialist vocabulary: *Vietnam, Vietnamese*.

Comprehension

- Why was Minh afraid of what the day would bring? (*Literal*)
- Why did the words on the ticket machine mean nothing to Minh? (*Inferential*)
- How will Lan be able to help Minh at her new school? (*Applied Knowledge*)

Follow-up activities

- Help students to locate, select, organise and present information about Vietnam.
- Using personal experiences, have students write about changes in their own lives that have made them feel anxious or confused.
- Make posters that will remind teachers and students of ways in which they can best support new members to the class.

Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text based and offer potential solutions to the problem that occurs in the text.
- _____

Guided Reading Notes

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