

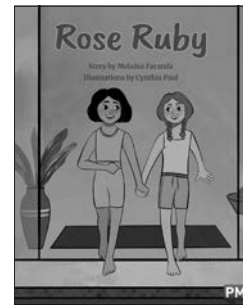
Rose Ruby

PM Level 24

Silver

Text Type Narrative

Running Words 1572



Preparing for Guided Reading

Prior Knowledge

- Locate the United Arab Emirates on a world map for students and discuss where it is in relation to Australia. Ensure students have a general appreciation of the cultural differences between the two countries.
- Discuss the structure of a narrative with students, in particular the orientation, complication and resolution, to help them understand what to expect from the book.

Orientation to the Text

- Rose and Ruby have always been inseparable friends. But when a new girl, Bella, starts at school and Ruby is sick for a week, their friendship is tested – especially when it seems that everyone in the class has been invited to Bella's pool party, except Ruby.

Building the Balanced Reader

Vocabulary

Key Vocabulary

afford, apartment, English, expensive, penthouse, perfect, temperature, Vietnamese

Content Words

balcony, circus, clustered, concentrate, diagram, frowned, guinea pig, private, stationery, Sweden, United Arab Emirates

Decoding

- Discuss the two different meanings and spellings for the word *stationery/stationary*. Ask, *What tips could you use to remember the difference between the two words?*
- Give students the opportunity to reread parts of the text aloud to build word recognition and fluency.
- Point out the word *temperature* to students. Ask, *Where is a good place to break this word to help you read it? How many syllables does it have?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Do you think this book is fiction or non-fiction? What information helps you to know this?*
- Read the first paragraph on page 2 together. Ask, *What does the second sentence tell us that is not written on the page?*

- Continue to page 5 and talk about why time and sequence words and phrases are important in ordering events in a narrative. Ask, *What are the time words and phrases on this page? What do they tell you about when things happened?*
- Read pages 6–7 together. Ask, *How do you think Bella was feeling? What parts of the text tell you this? What else did you use to help you?*
- Ask students to find the time and sequence phrase on page 12. Ask, *What other time phrases could the author have used here?*
- Continue to page 16. Ask, *What information has the author included on this page to help you understand how Ruby might be feeling? What else could help you understand what is happening in the text?*
- Point out the time and sequence phrase *For the next few days* on page 19. Ask, *What does this tell us about when everyone was talking about the party? Why might that be important to the story?*
- Read to the end of the book together. Point out that the author has told us that Ruby didn't feel jealous, but she hasn't directly told us how she did feel. Ask, *What information in the text helps you to know how Ruby was feeling? How would you feel in the same situation?*

Comprehension

- What was Rose's name in Vietnamese? (*Literal*)
- What did Ruby's mum mean when she said that it was just *one of those days*? (*Inferential*)
- What strategies can you use to get to know people when you first meet them? (*Applied Knowledge*)

Follow-up Activities

- Formally introduce the skill of inference as using information in the text with other information that you know to draw conclusions. Read another short narrative with students and ask inferential questions about how characters are feeling and behaving, supporting students to explain the thinking behind their conclusions. Ask students to think of one inferential question they could ask about the text and share their ideas.
- Ask students to share a time when they have felt welcome. Talk about skills that can be used to make people welcome, such as greeting them and smiling at them. As a group, make a brief guide to making visitors to your classroom and school feel welcome, and acknowledge when you see students using these skills.

Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to identify time phrases used to sequence events.

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Success Criteria

- I can use the text and my own knowledge to explain why characters behave in particular ways.
- I can find phrases describing the order of events, such as *After that* and *For the next few days*.

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Guided Reading Notes

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