

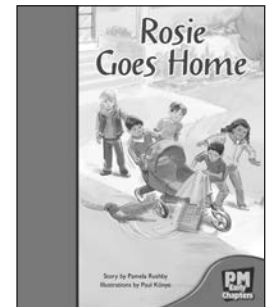
# Rosie Goes Home

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 973



## Preparing for Guided Reading

### Prior knowledge

- Students should understand what it is like to live in an apartment building, and that there are certain rules that need to be followed. It may also be helpful to be familiar with other texts in this series so that students have greater context about Rosie the parrot.

### Orientation to the text

- Rosie the parrot can't stay at Jack's place because his three baby sisters are too noisy, so she goes to Ahmed's place instead. Ahmed's little brother wants to take her to school, but when the children take her outside the apartment building, the pram they are carrying her cage in tips, and Rosie escapes right near Mr Grimm the caretaker. The children can't get Rosie to come down from the tree, but help comes from an unexpected quarter.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*apartment, embarrassed, miserable, screeched, squawked*

#### Content words

*burst, gloomily, happened, library, triplets*

### Decoding

- Prompt students to go back and try to self-correct if they do not notice when they make an error, by asking if what they read looked right, sounded right and made sense.
- Look at the word *library*. Ask, *Which part of this word is difficult to spell?* Discuss the origins of the word and its connection to the Latin word for book, *liber*.
- Draw students' attention to the compound words in the text, such as *somewhere*, *afternoon* and *homework*.

### Focusing on the book – guided reading

- Discuss the cover and title. Look carefully at the cover illustration and ask, *Do you think this will be an interesting book? What aspects of the cover make you say that?*
- Read pp. 2–3. Point out the word *gloomily*. Ask, *What kind of word is this? What other adverbs do you know that end in 'ly'?*

- Read pp. 4–5. Look at the word *loudly* and the word *noisy*. Discuss how the former adds meaning to the verb and the latter to the noun it is connected with. Ask, *Can you find another adverb and another noun on these pages?*
- Continue to p. 9. Discuss whether or not students think the children are doing the right thing moving Rosie to Ahmed's apartment. Say, *Tell me why you think that.*
- Read pp. 12–13. Ask students to identify the adjective used to describe Ahmed. Ask, *What adjectives would you use to describe Grace?*
- Read to p. 15. Look at the first two apostrophes on p. 14. Ask, *What is each one used for? How are they different?*
- Continue to p. 19. Ask, *What do you think the children should do now? Why?*
- Read p. 23. Compare the illustrations on p. 21 and p. 23. Ask, *What adjectives would you use to describe Mr Grimm on both pages? What information from the text supports this?*
- Read to the end of the text. Ask, *Why is Mr Grimm considering changing the rule about having pets?*
- Ask students to reread the text and share their opinions about it with a partner. Encourage them to use examples from the text to back up their opinions.

### Comprehension

- Who was Rosie's real owner? (*Literal*)
- Why did Mr Grimm follow the children when they ran off? (*Inferential*)
- Do you think it is a good idea to ban pets from apartment buildings? Why or why not? (*Inferential/evaluative*)

### Follow-up activities

- Make a chart with one column for adverbs and one for adjectives. Go through the text with students and find an example of an adverb. Write it on the chart and ask students what the equivalent adjective would be – for example, for *gloomily*, the matching adjective would be *gloomy*. Invite students to suggest a sentence for each of the words. Repeat the same process using an adjective and identifying the adverbial form of the word. Continue with other examples of adverbs and adjectives from the text.
- Model writing a review of the text, giving your opinion about the overall story and about events that you particularly liked or found funny.

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## Learning Intentions

- We are learning to identify and use adjectives and adverbs.
- We are learning to express and justify opinions about a text.

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## Success Criteria

- I can find examples of adjectives and adverbs from the text and use them in discussions.
- I can identify funny, favourite or interesting parts of the text and support my opinions with evidence from the text or my experience.

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## Guided Reading Notes

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