

Spanish Omelet

PM Level 24

Silver

Text Type Narrative

Running Words 982



Preparing for Guided Reading

Orientation to the text

- Re-read *Solo Flyer* (PM level 21). *Spanish Omelet* follows this book by one or two days only.

Prior knowledge

- This story, a sequel to *Solo Flyer*, is about communication problems experienced by new immigrants in an English-speaking country. As the main characters in this story help one another, their respect and understanding of each other grows.

Building the Balanced Reader

Vocabulary

Key vocabulary

afterwards, disappointed, practising, properly, taught

Content Words

crowded, delicious, handlers, omelet, onions, unpacking, yolks

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 and introduce the new character, Mrs Navarro.
- Remind students of Dad's job at the airport. Discuss what Kel might do while Dad's away.
- Talk about Kel's disappointment at not being able to go to the beach with his dad.
- Ask students to find examples of Mrs Navarro's *not-so-good* English. Have the children practise saying *adios*.
- Discuss the sentence 'It must be very hard not to know the right words.' Ask students to suggest other ways that immigrants might learn a new language.
- Ensure that students are aware of the respect developing between Kel and Mrs Navarro, as they communicate.

- Ask students to search the text to find some things that Kel and Mrs Navarro are good at.
- Invite students to explain how the events of the morning have helped both Kel and Mrs Navarro.
- Revise the rules for capital letters, noting the words *Spanish* and *English*.
- Discuss the use of hyphens that connect some words, e.g. *not-so-good*; *egg-beater*.

Comprehension

- Why weren't Kel and his dad able to go to the beach in the morning? (*Literal*)
- Why did Dad say he thought Kel deserved an afternoon at the beach? (*Inferential*)
- When Mrs Navarro is able to speak English better, what might be a suitable job for her? (*Applied Knowledge*)

Follow-up activities

- Discuss the recipe for Spanish Omelet on the inside front cover of the book. Note the recipe is set out as a procedural text, with ingredients, equipment, and a numbered list of steps to make the omelet.
- Ask students to locate sentences spoken by Mrs Navarro. Encourage them to re-read her dialogue correctly, inserting any words she has omitted.

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 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