

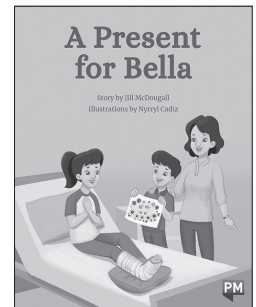
A Present for Bella

PM Level 15

Orange

Text Type Narrative

Running Words 344



Preparing for Guided Reading

Prior Knowledge

- Discuss the concept of gift giving and the different reasons why people give presents to others. Ask students to describe gifts they have received and why they liked them.
- Talk about students' experiences of going to the doctor or being in hospital.

Orientation to the Text

- Evan's sister, Bella, is in hospital and he wants to take her a present. In the last shop Evan visits, he finally finds something that will help him make the perfect present for Bella.

Building the Balanced Reader

Vocabulary

Key Vocabulary

face, gave, hurry, I'll, just, small, soon, told, when, would

Content Words

bang, burst, goldfish, hospital, sunflowers

Decoding

- Support students to find the base words of past-tense verbs to help them read the whole word.
- Encourage students to look for compound words as they read the text.
- Look at the word *balloons* together. Ask, *How many sounds are in this word? How many letters?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask students to find Bella in the cover illustration and to explain what makes them think this is her.
- Read page 2 together and look at the illustration on page 3. Ask, *What do you know about the character of Evan so far? What tells you this?*
- Continue to page 6 and, with students, review the different punctuation used on the page. Ask, *What are the talking marks there for? How do they help you know what expression to use?* Practise reading the italicised word in context together.

- Read the dialogue on page 10. Say, *Tell me one thing we know about Mum from this page. What else does this conversation tell us about Evan?*
- Continue to page 12. Ask, *What does it tell us when Evan asks to go into the shop even though Mum has said it's time to go?*
- Read page 14 together. Ask, *How do you think Evan is feeling? How can you show this with expression as you are reading aloud?*
- Discuss Bella's reaction to Evan's gift on page 16. Ask, *What sort of person do you think Bella is? Why?*
- Re-read the text together, providing opportunities for students to read the direct speech with expression.

Comprehension

- What was the first shop that Evan and Mum stopped at? (*Literal*)
- Why do you think Evan painted funny faces on the goldfish, sunflowers and balloons? (*Inferential*)
- Do you think Evan's idea for a present was a good one? Why? (*Applied Knowledge*)

Follow-up Activities

- As a class, brainstorm words to describe Evan and make a list of students' responses. For each one, talk about which part of the text tells us that the word fits Evan's character.
- Choose three of the words from the list describing Evan that you think also apply to you. Model writing a brief description of yourself using these words and incorporate examples of how you have shown each of the traits. Ask students to choose three words and write a description of themselves based on your model.
- With students, read some other texts that contain direct speech. Talk about how you use the punctuation and the context to help you read with expression. Together, practise some key parts that include cues, such as italics and exclamation marks.

A Present for Bella

Date _____

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Learning Intentions

- We are learning to make inferences about characters.
- We are learning to read with expression.

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Success Criteria

- I can use characters' actions and my own experiences to help me describe what the characters are like.
- I can use punctuation, such as talking marks and exclamation marks, to help me sound natural when I read.

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Guided Reading Notes

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