

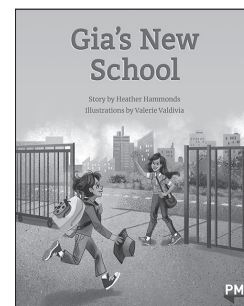
Gia's New School

PM Level 15

Orange

Text Type Narrative

Running Words 330



Preparing for Guided Reading

Prior Knowledge

- Invite students to share their own recollections of their first day at school. Ask them to talk about what they did and how they felt.
- Talk about the structure of chapter books, including the table of contents and where to find each chapter heading.

Orientation to the Text

- Gia is worried when she moves from the country to a new school in the city. She quickly learns that although things are different, there is lots to like at her new school.

Building the Balanced Reader

Vocabulary

Key Vocabulary

city, feel, friends, gave, hug, much, scared, show, told, Would

Content Words

classroom, country, gym, lunchtime, school, teacher, vegetable

Decoding

- Support students to identify common digraphs within words, such as 'sh' in *she* and *show*.
- Remind students to go back and re-read the text, paying attention to whether what they read looks right, when they misread a word or words.
- Look at the word *vegetable* on page 15 together. Ask, *How many sounds can you hear in this word? How many letters are in it?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Which person in the picture do you think is Gia? How do you know?*
- Read pages 2–3 together. Invite students to find the apostrophe on page 3. Ask, *What is this called? Why is it in this word?*
- Continue to page 6. Find the apostrophe on this page together. Ask, *Why is this apostrophe here? What does it mean in this word?*
- Read pages 8–9. Ask, *What is Gia's teacher's name? Point to the part of the text that shows you this.*

- Look at pages 10–11. Ask, *What did Amy do? Where on the page does it tell you this?*
- Continue to page 13. Point out the apostrophe on page 12. Ask, *Is this apostrophe showing a contraction or that something belongs to someone? How do you know?*
- Read to page 15 together. Ask, *What are some of the features of Gia's new school?* Guide students to point to the part of the text that gave them the answer.
- Re-read the text together, focusing on using appropriate expression for the direct speech.

Comprehension

- What is the name of Gia's new friend? (*Literal*)
- Why do you think Gia tried to be brave when she got to school? (*Inferential*)
- What could Gia do to get to know more about her new school? (*Applied Knowledge*)

Follow-up Activities

- Talk about the differences between the city and the country with students. Together, construct a Venn diagram to identify the similarities and differences between the two places.
- Ask students to think about a time when they felt scared about going somewhere new. Guide them to share what scared them and what they did to overcome their fears.
- Discuss how Amy made Gia feel welcome at her new school. Invite students to suggest ways that they can make people feel welcome when they see them in the playground, when they enter the classroom or when they are new to the school. Ask each student to write and illustrate one action they could take and then make a 'friendly classroom' display with the finished work.

Learning Intentions

- We are learning to answer questions about the text.
- We are learning to understand the uses of apostrophes.

Success Criteria

- I can find the parts of the text that show the answers to literal questions.
- I can identify when an apostrophe is used for possession and when it is used in a contraction.

Guided Reading Notes

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