

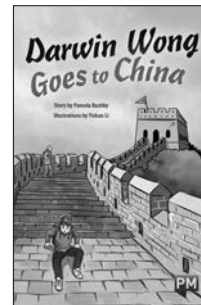
Darwin Wong Goes to China

PM Level 30

Sapphire

Text Type Narrative (Imaginative)

Running Words 11498



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of planning holidays or outings with their families. Was the family open to everyone's suggestions about where to go?

Orientation to the text

- Darwin's family plans a holiday to China. Darwin worries about how he's going to cope in China, given that he does not speak any Chinese, and is notoriously clumsy. As Darwin explores the wonders of China, his sister Alice documents their adventures on film and uses her footage to make a comedy about his clumsiness during their travels, sneakily setting up many of his mishaps. Initially embarrassed, Darwin comes to enjoy his new-found status as a comedic actor when the movie wins an award.

Building the Balanced Reader

Grammatical conventions

- Discuss how the author uses a range of longer and shorter sentences to keep the reader's interest and capture the rhythm of the story, e.g. *So I did. Fast. Before the two police officers could change their minds.* (p. 27)

Vocabulary

Key vocabulary

applause, audience, brochures, calligraphy, competition, editor, embalmed, entombed, forbidden, heavenly, luggage, mausoleum, minister, superstar, terracotta, warriors, websites

Spelling

- Discuss the fact that Chinese words cannot be written exactly as they are pronounced. Encourage students to memorise the names and expressions on the pronunciation guide before reading the story.

Visual literacy

- Have students look at the boy on the cover of the book and analyse his posture and position. Do they think he has fallen over, or is simply being careful on a steep surface?

Focusing on the book – guided reading

- Explain why the Wong family use the Internet when they plan their trip to China. Ask students to imagine what holiday planning would have been like before people could do it online.
- After reading p. 8, ask students why Darwin refers to himself as a *super klutz*.
- Have students share thoughts about why bicycles are such a popular form of transport in Beijing.
- Why is it interesting that, in China, Darwin feels weird about *not* looking different to other kids his age? Why is this a novelty for him?
- Why don't the police believe that Darwin does not speak Chinese? What sort of trouble could this get him into throughout the story?
- Have students pause after reading the first paragraph on p. 40, and share thoughts about the activities they have seen the older people doing. Are retired people where the students live as active and concerned about their health as the people in the book?
- Ask students whether Darwin's adventures have made them want to go and visit China too. Which locations or activities particularly appeal to them?

Comprehension

- Why does Mum particularly want to visit China? (*Literal*)
- Does Dad seem to be open to other ideas for the holiday after he slaps his hand on the table? (*Inferential*)
- Are Darwin and Alice likely to make more films together in the future? (*Applied Knowledge*)

Follow-up activities

- Have students research the topic 'The Great Wall of China' and prepare a five-minute tourist documentary describing interesting facts about the wall.
- Have students imagine what it would be like to be lost in a huge city in a foreign country. Ask them to list important information they would need in order to seek assistance.

Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.
- _____

Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.
- _____

Guided Reading Notes

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