

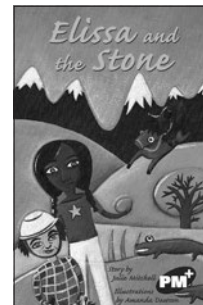
Elissa and the Stone

PM Level 30

Sapphire

Text Type Narrative

Running Words 2744



Preparing for Guided Reading

Orientation to the Text

- Elissa wants to be elected to the student council, but she is terrified of public speaking. Then one night, she has a strange dream, where her adventures in a fantasy world teach her how to overcome her fears – both imagined and real.

Prior Knowledge

- Observe the cover illustration, title and blurb. Explain that this story is a mix of realistic fiction and fantasy. Have students brainstorm the elements of a fantasy, e.g. codes and puzzles, good and evil, magical elements, hidden places, symbols and icons.
- Discuss what a phobia is. What sorts of phobias do people suffer from?

Building the Balanced Reader

Grammatical Conventions

- Locate third-person pronouns that are used to refer to people and things, e.g. *he, they*.
- Ask students to locate commas used in the text to add information. Explain that the information can be removed and the sentence will still make sense.
- Identify sentences that contain an independent and a dependent clause, e.g. *It was hard work, since the knife was quite blunt, and he was exhausted by the time they broke clear of the jungle*. Explain the longer sentences are slightly more difficult to read.

Vocabulary

Key Vocabulary

accused, astounding, bough, candidates, concentrate, conviction, crested, definitely, deliberately, descended, dwarves, elected, embarrassment, fortress, gesture, inspection, mercifully, microphone, opponent, particular, representation, scoundrel, seamlessly, soundlessly, spluttering, straightened, suspicious, sword, tangled, territory, threatened, vertical, wrinkled

Spelling

- Revise the spelling rule, 'i before e, except after c'. Scan the text for examples and exceptions to the rule.

- Encourage student to break longer words into syllables to assist with spelling, e.g. *par/tic/u/lar; rep/re/sent/a/tive; de/lib/er/ate/ly*.

Visual Literacy

- Discuss the stylised form of the illustrations in the text. How are they compatible with the text type?

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 12 after setting the focus questions: *Why does Joel break Elissa's confidence? Was it an unkind thing to do? Explain. What were the symptoms of Elissa's stage fright?*
- Ask students to read to the end of p. 25 after setting the focus questions:
What is Shale's mission?
How does Elissa find herself in this adventure?
- Ask students to select a page to rewrite as a script.
- Share students' responses to the focus questions, then discuss the following:
Minor characters are sometimes introduced into stories so that you can learn more about the main character. What is Joel's role in this story?
What elements has the author, Julie Mitchell, addressed in creating her world of fantasy?
- Discuss Elissa's problem and brainstorm the options that she has. What strategies could she employ?
- Share students' responses to the focus questions, then discuss the following:
Does Ashakhan's character remind you of a character from another story or film? Explain the shared qualities.
What prompts Elissa to make her decision to find and destroy the stone?

Comprehension

- Why is the speech so important to Elissa? (*Literal*)
- How do you think the fantasy will end? How will the realistic part of the text end? (*Inferential*)
- What do you think Shale represents in Elissa's dream? (*Applied Knowledge*)

Follow-up Activities

- Discuss the difference between a fantasy structured as a story and one structured as a play. In groups, rewrite the text from p. 11 onto a large chart, in the format of a play.

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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.

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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.

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Guided Reading Notes

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