

# Eric's Greek Travel Diary

PM Level 30

Sapphire

**Text Type** Narrative

**Running Words** 2248



## Preparing for Guided Reading

### Orientation to the Text

- Eric's off to Greece with his mother, but he would much rather be at his best friend Pete's birthday sleepover. However, as he visits ancient historical sites, and samples the local food and culture, Eric finds the trip is not so bad after all.

### Prior Knowledge

- Ask students what they know about Greece. Make a large chart showing foods, places, language, customs, etc. Use atlases to locate Greece and describe its location.

## Building the Balanced Reader

### Grammatical Conventions

- Locate first-person pronouns used because the author is writing from a personal viewpoint, e.g. *I*, *we*, *my*.
- Note the inclusion of the date at the beginning of each diary entry. Explain that this automatically creates an order for the events in the text.
- Ask students to investigate the author's use of parentheses (brackets) and ellipses (...) in the text. Why have they been used?
- Identify brackets enclosing comments about the events, e.g. (*Nepal was a cool kind of place*). Explain that these are personal comments not factual information.

### Vocabulary

#### Key vocabulary

according, amber, apparently, archaeological, artifacts, associated, awesome, backgammon, classical, cobblestone, complex, dolmades, goddess, gorges, honoured, maintaining, minaret, patron, reservoir, turquoise, unbeatable, unfortunately, wisdom

### Spelling

- Locate words with unusual vowel patterns, e.g. *reservoir*, *archaeological*, *turquoise*.
- Discuss words that end with the suffix *-some*, e.g. *awesome*. How does this change the meaning of the root word?

### Visual Literacy

- Talk about the effectiveness of the illustrations in the text. Do they provide an accurate representation of Greece? Why are some illustrations in thought bubbles?

### Focusing on the Story – Guided Reading

- Ask students to read to the end of Chapter 2 after setting the focus questions:  
*What is special about the Acropolis, the Parthenon and the Erechtheum?*  
*Some decisions are taken out of Eric's hands. Which decisions does Eric participate in making?*
- Keeping a diary is one way that Eric can share his experiences when he gets back home. How else could he share them?
- Ask students to read to the end of p. 24 after setting the focus questions:  
*What Greek treasure particularly appeals to Eric?*  
*Why did Eric and his mother avoid the fancy restaurants?*
- Share students' responses to the focus questions, then discuss the following:  
*The story of Athena and Poseidon is from a set of stories called myths and legends. What might be the purpose of these stories?*  
*Do you think that Eric's trip will be a success? How can you tell?*
- Share students' responses to the focus questions, then discuss the following:  
*Why doesn't Mum's experience dampen her spirits?*  
*Why do you think Mum chose to visit the Gorge of Samaria?*

### Comprehension

- How does Aunt Matilda persuade Eric's mother to visit Greece? (*Literal*)
- Why is it important that the National Archaeological Museum is very secure? (*Inferential*)
- Why do you think it is so important for Eric to win a game of backgammon? (*Applied Knowledge*)

### Follow-up Activities

- Encourage students to write a postcard to Pete from Eric about one of the sites on his trip.

## 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