

Friends Forever!

PM Level 30

Sapphire

Text Type Narrative (Imaginative)

Running Words 7229



Preparing for Guided Reading

Prior knowledge

- Ask students if they have ever held back from doing something they really wanted to do because of fears about what other people would think of them.
- Discuss how getting involved in a theatrical production is a great way to make new friends and develop confidence.

Orientation to the text

- Sophie loves singing but is extremely self-conscious about her stutter. Liam, new to the school, loves dancing but worries about what the other boys will think if they find out. Georgia is affected by nervousness, due to years of bullying. When Sophie, Liam and Georgia befriend each other, they give each other the strength to overcome their own fears and star in the school musical.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of italics to show characters' thoughts, e.g. *If only it could be that easy*, thought Liam. (p. 12); *Zoe is now officially the enemy*, Georgia thought. (p. 39); *What if I stutter?* she thought. (p. 58)

Vocabulary

Key vocabulary

accidentally, audience, audition, confident, department, forever, friends, instrument, musketeers, orchestra, performing, production, rehearsals, relentless, stage, started, stutter

Spelling

- Discuss the use of hyphens to show Sophie's stutter, e.g. "Do you err... s-s-sing or act?" Sophie asked Liam. (p. 25); "Sh-sh-sh she's furious that she didn't get the main part in the show..." (p. 44)

Visual literacy

- Have students look at the photo on p. 45 and discuss how this image and text would have been created. Discuss why this is a particularly cruel form of bullying.

Focusing on the book – guided reading

- Ask students if they think Cara offers good advice to Sophie in the first sentence of the story. Is avoiding a problem always a good way to deal with it?
- Encourage students to compare the personalities of the twins, Sophie and Cara, as they read.
- Have students suggest various ways that new students such as Liam could be helped to feel welcome at the school.
- At the end of Chapter 2, ask students what they think Liam hopes to achieve by following the girl with the violin case.
- Discuss the fact the one of Georgia's bullies, Zoe, used to be her best friend. Ask, *Why would bullying from Zoe be particularly hurtful to Georgia?*
- After reading p. 25, have students pause and offer thoughts as to whether Liam will honestly answer Sophie's question.
- Have students offer thoughts about why some students are purposely unpleasant to others.
- After reading p. 39, ask students why Georgia has now decided that Zoe is *officially the enemy*.

Comprehension

- Why was Sophie so worried about speaking in front of people? (*Literal*)
- Why does Georgia hate being the centre of attention? (*Inferential*)
- What sort of performances could the four musketeers do together in future? (*Applied Knowledge*)

Follow-up activities

- Have students write an exposition to justify the importance of schools having a strong focus on performing arts as well as sporting activities.
- Hold a class debate on the topic: Should children be allowed to have phones at school? As students consider their position, ask, *What are some of the problems that phones can cause at school? Why might parents want their children to be contactable at all times?*

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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