

From the Hillside

PM Level 30

Sapphire

Text Type Narrative

Running Words 2508



Preparing for Guided Reading

Orientation to the text

- Ever since Anna was a small child, she liked to sit in her thinking tree and imagine herself on adventures, or talking to giants. But now the thinking tree is no longer a place of peace. From the branches Anna can see the war taking place in the city in the valley below. Anna looks at her sketchbook and tries to remember what the city looked like before the war. But her thoughts are disturbed by the sounds of gunfire! Houses are being blown up, people's lives are in disarray – even the school is closed. Anna and her family must prepare for the impact of war.

Prior knowledge

- Observe the cover illustration and title. Ask students if they have a special place that they go to when they wish to be alone.
- Explain that this story takes place in a country experiencing civil war. Discuss what civil war is and ask students if they know of any countries experiencing this.
- Invite students to share how they would feel if their 'safe place' were threatened. Make a chart listing the range of emotions.

Building the Balanced Reader

Grammatical conventions

- Discuss the mood of various sections of the text, i.e. indicative, imperative and subjunctive.
- Locate examples of emotive language, e.g. *she looked older than her eleven years; it seemed a safe place; drown out the noise of gunfire.*
- Identify similes used to liken one object with another, e.g. *like an insect stuck at a window pane.*
- Locate examples of alliteration in the text, e.g. *twiddled with the twig.*

Vocabulary

Key vocabulary

agile, ascended, celebrations, deftly, demanding, devastated, dislodged, distinctive, enlisting, essentials, exotic, extracted, ornate, pesky, remote, retrieved, sketchbook, sprawling, staggered, temporarily, turret, twiddled, unenthusiastic, welled

Spelling

- Build multi-syllable words using prefixes and suffixes, e.g. *unenthusiastic; temporarily; dislodged.*

Visual Literacy

- Discuss the lifelike illustrations in the text and why this style has been used by the illustrator.
- Talk about Anna's own drawings shown in the text. How would you describe her skills as an artist?

Focusing on the story – guided reading

- Ask students to silently read to the end of Chapter 3, then ask, *Who is telling this story? Is Anna lonely?*
- Encourage students to make a list of all the things that they know about Anna.
- Ask students to consider the differences between Anna's lifestyle pre-war and during the war. Make a chart comparing the possible differences.
- Ask students to silently read to the end of Chapter 5, then ask, *Why didn't Uncle Malek arrive with any bags? Why is it so important for Anna to remember what was on the roof of the City Hall?*
- Discuss the following: 'Why is the thinking tree such a significant place for Anna?' 'Why does Uncle Malek call the leaves "Anna's eyes"?' 'Predict what sequence of events may occur next.'
- Ask students to identify any new words that they encountered in their reading. Using the context of the sentences, ask students to provide other words (synonyms) that could replace the new words without altering sentence meaning.

Comprehension

- Why doesn't Anna choose to stay inside at the start of the story? (*Literal*)
- Why is Anna's mother rushing around but Anna takes her time to pack? (*Inferential*)
- Do you believe Anna will go back to the site of her own house? Why? (*Applied Knowledge*)

Follow-up activities

- Ask each student to make a list of six items they would take with them if they had to leave their house in a hurry. Justify each selection.
- Talk with students about who has had to leave their home and why. Aside from war, what other reasons may people have for needing to leave?

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Date _____

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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