

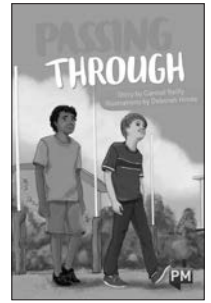
# Passing Through

PM Level 30

Sapphire

**Text Type** Narrative (Imaginative)

**Running Words** 8259



## Preparing for Guided Reading

### Prior knowledge

- Ask students if they have ever been in a situation where they felt like an outsider. Did other people make an effort to help them fit in?
- Have students share experiences of homesickness, even if they have only experienced it on short absences from home.

### Orientation to the text

- Lewis has just started at a new school in Melbourne, as a boarder, far from his home in a remote Aboriginal community in central Australia. He feels homesick and is struggling with his school work. His new roommate, Oliver, is being difficult to get along with too. After a series of misunderstandings, Lewis and Oliver become friends. Lewis soon begins to feel a lot better about the future at his new school.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of italics to denote characters' thoughts, e.g. *Wearing that uniform is going to be the worst thing about school*, Lewis thought.
- Revise the use of hyphens to form new adjectives, e.g. *soft-looking*, *red-brick*.

### Vocabulary

#### Key vocabulary

*abode, acknowledgement, adopted, awkward, basketball, boarders, boarding, disagreement, exaggerating, football, gratitude, Indigenous, opportunities, passing, scholarship, scoffed, shepherd, through*

### Spelling

- Ask students if they think *Zoomtron* is a real word. What kind of game do they think it would be?

### Visual literacy

- Have students look at the illustration on p. 7 and observe what a busy street this is. Ask them to imagine how this street would look through the eyes of a person from a remote desert community.

### Focusing on the book – guided reading

- Discuss the purpose of Helen's role at the school. What does she have in common with Lewis?
- Why does the quietness in Lewis's new room bother him so much on his first night?
- After reading p. 28, ask students if they think Oliver is trying to make Lewis worry unnecessarily.
- Have students pause after reading p. 33 and suggest why Oliver might be making the whimpering noise.
- Ask students to imagine how Lewis feels when he walks into the room for the Indigenous students' meeting.
- Have students pause after reading p. 58, and ask whether they think there is any chance that Lewis and Oliver can form a friendship from this point.
- Discuss the various ways that Oliver and Lewis have misunderstood each other throughout the story.
- When they reach the end of the story, have students share thoughts about what the next six years are likely to hold for Lewis.
- Discuss the fact that Lewis asks himself many questions during the story. What does this tell us about the kind of person he is? e.g. *He forced himself to think about his mum again. What would she say if he got into a fight?*

### Comprehension

- Where did Lewis do his interview to come to the new school? (*Literal*)
- Why hasn't Lewis played on grassy fields before? (*Inferential*)
- Where is Lewis likely to live after he has studied to become a doctor? (*Applied Knowledge*)

### Follow-up activities

- Have students design a timeline about Lewis's achievements during and after his time at boarding school.
- Hold a class debate on the subject: It is better to achieve at sport than classroom subjects?

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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