

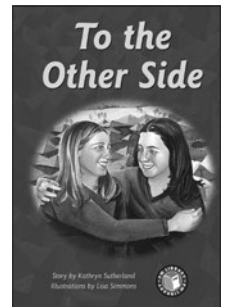
To the Other Side

PM Level 30

Sapphire

Text Type Narrative

Running Words 2528



Preparing for Guided Reading

Orientation to the text

- Continuing from *From the Hillside*, Anna and her family must take a bus to flee the terrible war around them. The people on the bus are silent and scared. They are taken to a refugee camp in a foreign country. There are tents everywhere and the toilets smell. Worse still, Uncle Malek, Auntie Jana and baby Lena are nowhere to be found! Anna's father writes many letters to try to find them and finally learns they are in Australia. Anna's mother and father want to make a fresh start in Australia, too, but Anna has a hard time saying goodbye to her homeland.

Prior knowledge

- Explain to the students that this book is a sequel to *From the Hillside*. Discuss the meaning of *sequel*, *prequel* and *trilogy*. Ask students to offer the names of any series of books that fall into these categories.
- Observe how the two titles, *From the Hillside* and *To the Other Side*, run together. Ask students to use the contents page to predict the storyline of *To the Other Side*.
- Read the opening paragraph out loud to the students. Discuss what caused the emotions of fear, regret and sadness on the bus.

Building the Balanced Reader

Grammatical conventions

- Locate third person pronouns used in the text, e.g. *they*, *she*, *his*.
- Discuss adverbial phrases of manner, place, time and reason, e.g. *every week*, *in that park*.
- Sequels, prequels and trilogies – discuss these terms and provide examples.

Vocabulary

Key vocabulary

accommodations, administration, apologetically, colleague, cunningly, despairingly, destination, devastated, documents, droves, frequency, gestured, impulsively, interpreter, meagre, occasional, occupants, oncoming, optimistic, passports, refugees, reminisced, snipers, translated, visas

Spelling

- Homophones – discuss the words *boarded* and *bordered*. Note the different spelling and usage.

Visual Literacy

- Discuss the relevance of the highlighted letter at the beginning of each line of the acrostic poem.
- Explain how the illustration of the refugee camp on p. 10 is different to the scene when Anna's family goes camping.

Focusing on the story – guided reading

- Ask students to silently read to the end of Chapter 2, then ask, *Are Anna and her family English? How do you know? Why didn't it matter that Anna didn't have a passport or visa? Why are there three stars on p. 8?*
- Encourage students to identify a list of emotions that Anna and her family experience.
- Discuss what *acrostic poems* are, and identify the theme of the poem on p. 22.
- Ask students to silently read to the end of Chapter 5, then ask, *What is Anna's father's main goal? Why did Anna try to not be friendly to Eva? What hope does Eva give Anna?*
- Encourage students to share the range of emotions that they observed.
- Discuss the following: 'What does Anna misunderstand about her situation?' 'Anna suddenly has to face a number of challenges. What are they?' 'There is one connection made to the storyline in *From the Hillside*. What is it?'

Comprehension

- Where did the bus take Anna and her family? (*Literal*)
- Why would there have been an awkward silence when Anna's mum spoke to the occupants of tent F13? (*Inferential*)
- How would Anna have felt when she left her Grandpa behind (*Applied Knowledge*)

Follow-up activities

- Encourage students to talk about occasions when they have had to move and leave behind people or animals they cared deeply about.
- Ask students to write an acrostic poem about a difficult situation that happened to them (e.g. bullying, lost pet, loneliness).

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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