

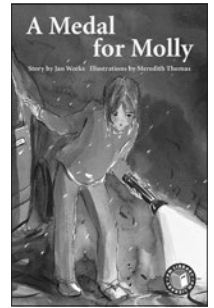
# A Medal for Molly

PM Level 26

Emerald

**Text Type** Narrative

**Running Words** 1282



## Preparing for Guided Reading

### Orientation to the text

- Molly and her dad are driving home from Grandma's house. Molly falls asleep but wakes up when the car crashes. She is shaken, but Dad is trapped and passes out. Molly goes for help. She trudges through the rainy night and when dawn breaks, she sees a farmhouse. A woman takes Molly inside and calls an ambulance. She gives Molly dry clothes and a warm drink before they return to Molly's father. The ambulance is already there. A police officer tells Molly that she deserves a medal for bravery. But Molly is just glad that Dad is going to be alright.

### Prior knowledge

- Look at the cover illustration and read the title. Read aloud the chapter titles on the contents page and ask students to predict what will happen in the story. List words and phrases students suggest that are related to their predictions.

## Building the Balanced Reader

### Grammatical conventions

- Reading between the lines – inferred meaning. Understanding what is implied, although it is not actually written in the text.
- Discuss cause and effect relationships, where one event causes another action to occur, e.g. *But she'd have been disappointed if I hadn't gone to her party. I shivered as the rain sprinkled my face.*
- Locate examples of an apostrophe of possession, e.g. *Grandma's house, grandma's birthday.*

### Vocabulary

#### Key vocabulary

*ambulance, attendant, chanted, confirmed, depending, deserve, disappointed, drowsily, eventually, fractured, fumbling, hundredth, immediately, impact, patient*

### Spelling

- Revise letter combinations for the sound *er* and make lists of words containing these letter groups, e.g. *hurt, turned; service, shorter; confirmed, first; heard, search.*

### Visual Literacy

- Discuss the different background colours in the illustrations that indicate the weather conditions and the time of day.
- Locate sentences in the text that are directly portrayed in the illustrations.

### Focusing on the story – guided reading

- Read aloud p. 4 while students track the text. Ask them to listen for the part that tells how Molly feels.
- Draw students' attention to the illustration on p. 5. Talk about students' experiences of long trips and their feelings.
- Direct students to read silently to the end of Chapter 2. Then ask,  
*What do you know about the characters and the situation they are in?*  
*What caused the situation they are in?*  
*What makes their situation all the more difficult?*
- Ask students to read p. 16 in turn, while other students follow the text. Ask students to listen for the three questions Molly poses. Discuss students' responses to each of these questions.
- Read aloud p. 17 and encourage students to predict what Molly will do.
- Discuss the concepts of cause and effect, and reason and action, and then ask students how they would feel in this situation, and what they would do.
- Discuss what Molly does to help herself overcome her fears. Find the section on p. 25 that describes how she felt.

### Comprehension

- Why had Dad and Molly gone to Grandma's house? (*Literal*)
- What did Molly mean when she said *I won't let you down*? (*Inferential*)
- What are two things Molly did that indicate she behaved responsibly? (*Applied Knowledge*)

### Follow-up activities

- Ask students to write a list of treatments Dad would most likely receive when he got to hospital, based on the ambulance officer's explanation of Dad's injuries.
- Encourage students to use a dictionary or thesaurus to find synonyms for selected words in the text, e.g. *drowsily, impact, pleaded, eventually.*

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## Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up