

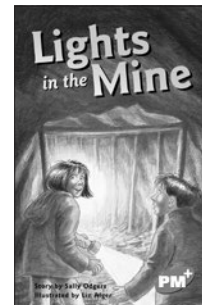
Lights in the Mine

PM Level 26

Emerald

Text Type Narrative

Running Words 2111



Preparing for Guided Reading

Orientation to the text

- Tig and Jamie go to stay at their Grandad's farm. He warns them not to go into the old mines on the hill. However, Jamie is keen to explore and she persuades Tig to go up to the mines. At the entrance to the mines they find some interesting objects, and realise someone has been into the disused mines recently. That night, Tig sees some car lights heading towards the mines, and he, Jamie and Grandad go to investigate.

Prior knowledge

- Ask students what the elements of a good mystery story are. Write these on a chart.

Building the Balanced Reader

Grammatical conventions

- Locate and discuss the use of third person pronouns. Note these include *he, him, his, she, her, them, their*.
- Identify similes in the text, that compare one thing with another, e.g. *like smoke from a dragon's throat*, p. 4.
- Direct students' attention to the use of mood in the text.
 - Imperative mood – commands
 - Interrogative mood – questions
 - Subjunctive mood – statements that reflect doubt and uncertainty
- Have students find examples of these in the text.

Vocabulary

Key vocabulary

abandoned, bulky, decorated, fossils, gleamed, glowering, impatiently, murmur, nagged, narrowed, protested, restaurant, robberies, scornful, shale, sheepishly, sulking, ventilation

Spelling

- Identify different methods of making plurals in the text, e.g. *mines, men, calves, robberies*. Encourage students to develop generalisations that can be used for other words.
- Locate words in the text that end with the suffix *ful*, e.g. *scornful, powerful*. Note the suffix *ful* has only one *l*.

Visual Literacy

- Look carefully at the map of Alfonso's farm on p. 2. Note it shows the location of the mines relative to the house and paddocks.

Focusing on the story – guided reading

- Ask students to read to the end of p. 14 after setting the focus questions:
 - Do you think that Tig is being overly cautious? Why?*
 - What are the main rules on this farm?*
 - Why are they important?*
- Encourage students to predict what the mystery in the mines will involve.
- Ask students to read to the end of p. 24 after setting the focus questions: *Which sounds indicate a disturbance in the middle of the night? What are Tig's concerns?*
- Ask students to identify and jot down interesting vocabulary and phrases that the author has used, e.g. *the feet had crunched beyond hearing*.
- Discuss the following:
 - What does Tig think about Jamie's behaviour and actions?*
 - What does Jamie think about Tig's behaviour and actions?*
 - How does Jamie manage to persuade her brother each time?*
- Share students' responses to the focus questions. Then discuss the following:
 - What clues has Tig identified?*
 - What do you think that they mean?*
 - What would you do if you were in Tig's shoes?*

Comprehension

- How has the farmland been used in the past and at present? (*Literal*)
- Why does Grandad refuse to switch the torch on? (*Inferential*)
- How does Jamie indicate that she is a risk-taker? (*Applied Knowledge*)

Follow-up activities

- Conduct some research about mushrooms. Investigate how people can grow mushrooms at home using a mushroom farm.

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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