

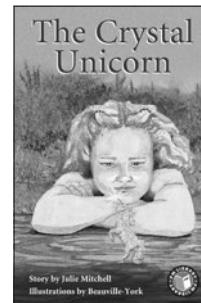
The Crystal Unicorn

PM Level 26

Emerald

Text Type Narrative

Running Words 1358



Preparing for Guided Reading

Orientation to the text

- While shopping with her mum, Gina sees a beautiful glass unicorn, and slips it into her pocket. But then she realises that she will never be able to enjoy it, because she stole it. She confesses to her mother, who had already found the unicorn in Gina's pocket. Gina returns the unicorn to the shop. She promises never to steal again. Mum suggests that Gina should do odd jobs to earn the money to buy the unicorn. When Gina makes the final payment on the unicorn, she puts it on her dressing table for everyone to enjoy.

Prior knowledge

- Look at the cover illustration and read the title. Flick through the book and predict what the story may be about after looking at the chapter titles on the contents page.

Building the Balanced Reader

Grammatical conventions

- Vocabulary development – discuss the meaning of the prefix *uni-*.
- Identify the use of speech marks in dialogue, and revise the correct punctuation.
- Locate cause and effect statements in the text.
- Identify personal pronouns that indicate the text is written in first person.

Vocabulary

Key vocabulary

admired, ashamed, crystal, embarrassed, expensive, explaining, gymnastics, insurance, jeweller, longing, meantime, remembered, reminded, security, shoplifting, unicorn

Spelling

- Locate the word *unicorn* on p. 4. Discuss the meaning of the prefix *uni-* (Latin: *unus*, meaning *one*). Ask students to list other words beginning with the prefix *uni-*, e.g. *unique, university, unicycle*.

Visual Literacy

- What other crystal pieces could Gina have purchased?
- Discuss how and why Gina's facial expressions change as the text progresses.

Focusing on the story – guided reading

- Ask students to read pp. 4–5 silently. Ask them to identify the name of the person telling the story and what the narrator felt about the crystal unicorn.
- Discuss how this story is written in the first person and explain the features of a text written in first person (use of personal pronouns *I, we, my, me, us, our*, etc).
- Discuss and list what students know about unicorns. Discuss the prefix *uni* (meaning *one*), and brainstorm related words. Discuss the meaning of *crystal*.
- Direct students to read silently to the end of Chapter 2, then ask, *What kind of girl is Gina and which actions make you think this?*
- Students can discuss or write who they predict may be outside Gina's door and their reasons for their predictions.
- Read the first sentence on p. 13 and discuss the use of punctuation marks in direct speech. Ask students to predict what Gina and her mother might say in this chapter. Write some examples on a class chart, noting the use of punctuation marks.
- Direct students to read silently to the end of Chapter 4, then ask, *What did Gina say to her mother and what were her mother's responses? What do you think of Gina's and her mother's actions?*
- Encourage students to practise reading examples of direct speech using expression.

Comprehension

- What jobs did Gina do to earn some money to buy the unicorn? (*Literal*)
- Why did Mum tell Gina to put the unicorn back on the shelf? (*Inferential*)
- Why do you think Gina's mother didn't say something straight away when she found the crystal unicorn in Gina's room? (*Applied Knowledge*)

Follow-up activities

- Ask students to write a response to the question: *What did you learn as a result of reading this book?*
- Enquire if any students have ever taken something that didn't belong to them. Ask them to explain why they took the item, and how it made them feel. Did they return it? Why?

The Crystal Unicorn

Date _____

PM Level 26

Emerald

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