

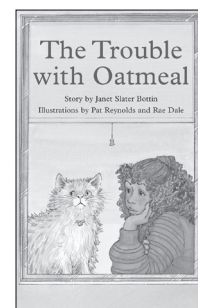
# The Trouble with Oatmeal

PM Level 26

Emerald

**Text Type** Narrative / Letters

**Running Words** 1657



## Preparing for Guided Reading

### Orientation to the text

- Jess tells Lucy that her family is moving away, and they decide to write letters. Lucy writes about her brother Brady, and how he is missing Jess's cat, Oatmeal. Jess writes about Oatmeal's strange behaviour and Lucy suggests that Oatmeal might be homesick. Then Oatmeal goes missing. Brady goes missing too, but is found curled up at a local store, with the owner's cat. Later, Oatmeal is found in Jess's old neighbourhood, playing with Brady. Jess lets Brady keep Oatmeal. Oatmeal has five kittens.

### Prior knowledge

- Look at the cover and read the title. Flick through the book and show students the illustrations. Read the contents and ask students what the story may be about.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of the ellipsis throughout the text. Identify the author's purpose in using this punctuation.
- Dashes are used frequently in the text to create pauses in the sentences.
- Distinguish between apostrophes used for contractions and those that indicate ownership, e.g. *somebody's started*; *kids' voices*.

### Vocabulary

#### Key vocabulary

*addressed, contagious, crammed, deciduous, dreaded, dreadful, envelopes, escaped, familiar, fantastic, neighbourhood, speck, traumatised, windowsill*

### Spelling

- Locate and discuss words that end in *-ous*. Write these words on a chart and encourage students to add to the list from further reading.

### Visual Literacy

- Discuss various fonts used in the text, and discuss the purpose of this characteristic in the text.
- Identify abbreviations used in the text, e.g. *U – you*; *2 – too*.
- Discuss the page decorations in the letters between the two girls. Why do you think these have been included?

### Focusing on the story – guided reading

- Ask students to read silently to p. 5 and find the main character. Ask what people thought of this character's name. Talk about the character's response to people's reactions to her name.
- Write the words *deciduous* and *contagious* on the board and have students use dictionaries to check their meanings. Focus students' attention on the letter patterns in these words, and list other words students may know that end in *ous*.
- Turn to p. 6. Ask students to read silently and locate the name of the narrator. Draw students' attention to the use of enlarged type for emphasis. Discuss other devices used for emphasis like bold type, italics, dashes and exclamation marks.
- Ask students to read silently to the end of Chapter 3, then ask, *What did Lucy's mum do to help Lucy and Jess? How did Lucy feel about her mum's action?*
- Encourage students to review and alter their original predictions about the story.
- Read aloud pp. 13–14 while students track the text. Discuss the meaning and purpose of the abbreviation *P.T.O.* Discuss how this abbreviation has been formed.
- Dashes are used on pp. 8–9. Show how dashes are used to connect two parts of a sentence (one part is often an afterthought) or to add extra information.
- The ellipsis is used on p. 6. Draw students' attention to this and discuss its purpose.

### Comprehension

- What did Lucy's Mum give Jess before she went away? (*Literal*)
- Why did Lucy write to Jess so soon after she had left? (*Inferential*)
- Aside from Jack, who are the other two people who will be receiving one of Oatmeal's kittens? (*Applied Knowledge*)

### Follow-up activities

- Ask students to design a 'Missing' poster for their own pet. Include a photograph or drawing and a description of the animal.
- Allow students time to learn how to play 'Noughts and Crosses'. Discuss some of the strategies for winning the game.

# The Trouble with Oatmeal

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