

# A New School for Megan

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 498



## Preparing for Guided Reading

### Orientation to the text

- Some students will be able to share their experiences about their first day at a new school, or how they helped someone else settle into a new school.

### Prior knowledge

- The main characters in this story have been met before at the Orange and Turquoise levels. Many students will empathise with Megan and her bewilderment during her first day at a new school.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*against, doesn't, nodded, score, seem, stared, you're*

#### Content Words

*answer, either, kind, noticed, principal, shy, square*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Examine the cover illustration. Have students identify Megan and describe her expression.
- Discuss Megan's body language and Mr Jackson's final remark on pp. 2–3.
- Megan's feelings of extreme insecurity are evident. Ask students to locate statements to support this. Discuss how bewildering it must be to come from a small country school into a large, noisy city school.
- Talk about how Kylie and Zöe do their best to help Megan overcome her fear and insecurity.
- The two girls are really concerned by Megan's lack of response. What do they think the problem may be?

- Megan's success at 'four square' has surprised everyone. Discuss how this success has provided her with a special place amongst her peers.
- Use PM Alphabet blends books to revise the soft c in *city*. Make a list of known words that have this sound made by the letter c.
- Revise the correct use and spellings of *their* and *there*. Encourage students to use these words correctly in their own writing.
- Identify the punctuation used in broken quotations, drawing students' attention to where a capital letter is required, e.g. "*She doesn't seem to like our school,*" said Kylie, "*and she doesn't seem to like us, either.*"

### Comprehension

- Who introduced Megan to her new class? (*Literal*)
- Why did Megan just stare at all the children in the playground? (*Inferential*)
- How did Zoe and Kylie help to make Megan feel welcome at her new school? (*Inferential*)

### Follow-up activities

- Ask students to make a list of things that could be done to help to make a new student feel welcome if they arrived in their class.
- Play a game of four square and ask students to write a procedural text explaining how to play the game.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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