

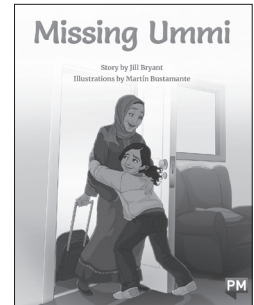
Missing Ummi

PM Level 19

Purple

Text Type Narrative

Running Words 556



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are many different countries in the world, and that it is necessary to catch a plane to get to places that are a long way away.
- Draw students' attention to the author's note on page 2. Ensure students understand that *Ummi* is the word for *mother* in Arabic and why this has been used in the text.

Orientation to the Text

- Maya is nervous when Ummi tells her she is going to Germany for a work trip, and that Ummi's friend Willow will take care of Maya. Willow gives Maya a tin of pencils and Maya decides to draw a different picture for Ummi each day, so she doesn't miss her too much. With some video calls to keep in touch, Ummi is back before Maya knows it.

Building the Balanced Reader

Vocabulary

Key Vocabulary

apart, appeared, arrived, draw, drew, finished, idea, over, pointing, reached, screen, special, speeding, thought, whole, worried

Content Words

app, Germany, land, laptop, map, note, overseas, phone, picture, slam, taxi, Ummi, video

Decoding

- Draw students' attention to the past-tense verbs ending in 'ed' in the text. For each, identify the base and discuss how adding 'ed' changes the meaning of the word.
- Encourage students to predict words that they might encounter as they read. Encourage students to look at the letter-sound sequences in the words to confirm when they have predicted correctly.
- Look at the word *picture* together. Ask, *How do we say this word? What are the sounds in it?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What does it mean to miss someone? When have you missed someone?*
- Read page 2 together. Ask, *How would you feel if you were Maya? What do you think will happen next?*

- Point out the words *Maya*, *Friday* and *Germany* on page 2. Ask, *Why do these words start with a capital letter even when they are not at the beginning of a sentence?* Discuss what a proper noun is and find all the proper nouns on pages 2–3 together.
- Continue to page 7 together. Ask, *How do you think Willow was feeling when Maya was sad? What tells you this?*
- Read to page 10 together. Ask, *How do you think Maya might have been feeling before she found the note from Willow? How might getting the note have helped her?*
- Point out the word *Can* on page 12. Ask, *Is this word a proper noun? How do you know?* Find the nouns on the page together and discuss which are proper nouns and which are common nouns.
- Read to page 15. Ask, *What information on this page tells you how the characters are feeling now?* Talk about the visuals, as well as the words and the punctuation on the page.
- Continue to page 16. Ask, *How has Maya's attitude towards staying with Willow changed? Why?*

Comprehension

- Why did Ummi have to go away? (*Literal*)
- Why do you think Ummi chose Willow to look after Maya? (*Inferential*)
- How else could Maya and Willow have stayed in touch with Ummi while she was away? (*Applied Knowledge*)

Follow-up Activities

- Make a list of all the words for 'mother' in English that students know. Add any words that they know from other languages, including *Ummi*. Together, look up the word for 'mother' in three or four other languages online to include in your list. Repeat the same process for 'father'. Discuss the similarities and differences between the English words and those in other languages.
- Display a live online flight tracker for students. Click on a plane to see where it has come from and where it is going to, and zoom out on the map to see the whole journey. Talk about the information that a live flight tracker can give you and why you would use one.
- Model writing a letter and drawing a picture for someone that you miss. Explain letter-writing conventions to students as you go, such as the greeting and sign-off, and talk about the kind of information that you are including and why. Ask each student to choose someone in their life to write a similar illustrated letter for.

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Date _____

Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to identify and discuss nouns.

• _____

Success Criteria

- I can use the text and my own knowledge to suggest how characters are feeling and why.
- I can find proper and common nouns in the text and explain the difference between them.

• _____

Guided Reading Notes

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