

Outside Time, Inside Time

PM Level 23

Silver

Text Type Narrative

Running Words 1031



Preparing for Guided Reading

Prior Knowledge

- Ensure students are familiar with the concept of spending time in isolation, and living under special conditions to prevent the spread of viruses. Invite them to share their own experiences with this.
- Discuss the fact that authors sometimes have a particular purpose in writing a text, and talk about what it might be for this book.

Orientation to the Text

- When a virus starts to spread where Sienna lives, her family has to adjust to a new routine. She loves outside time, but inside time can be long and boring. With her closest friend, Lewis, Sienna hatches a plan to relieve her own boredom and to entertain other people at the same time.

Building the Balanced Reader

Vocabulary

Key Vocabulary

distance, exercise, e-zine, face mask, neighbourhoods, neighbours, video call, virus

Content Words

activity, apartment, enthusiastically, glumly, incredibly, question, squealed, trudged

Decoding

- Encourage students to scan right to the end of longer words to make sure what they read matches the text.
- Support students to break down compound words, such as *brainstorming* and *teenagers*, into the two words that make them up. Talk about how the meanings of the smaller words combine to form the meaning of the compound word.
- Look at the words *virus* and *video* together. Ask, *What sound does the 'i' make in virus? Is it the same sound in video?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What can you see happening in the illustration? How do you think it relates to the title of the book?*
- Read pages 2–4 with students. Briefly discuss the concepts of cause and effect. Ask, *What caused Sienna's family to have to stay home most of the time? What effect did the virus have on the family's routines?*

- Continue to page 5 and point out the word *eagerly*. Explain that it is an adverb and it gives extra detail about the verb or action that is happening in the sentence. Ask, *What does eagerly mean? Why do you think it was important for the author to include that word?*
- Read to page 10. Invite students to find the adverbs on the page. Ask, *What do you notice about the ending of quickly and glumly? What do the adverbs tell us that we might not have known?*
- Continue to page 17. Ask, *What caused Sienna to think of making an e-zine? What effect do you think her idea will have?*
- Look at page 21 and ask students to find the adverb. Ask, *How do you know this word is an adverb?* Explain that while many adverbs end in 'ly', not all words ending in 'ly' are adverbs. Point out the word *family* as an example.
- Continue to page 23. Ask, *What were the effects on other people of Sienna and Lewis making the e-zine? How did it affect Sienna?*
- Read to the end of the book. Ask, *What other examples of cause and effect can you find in the story?*

Comprehension

- What did Lewis like to do with his dad? (*Literal*)
- Why weren't there many cars on the road when Sienna and her family went for a walk? (*Inferential*)
- What would you include if you made an e-zine? (*Applied Knowledge*)

Follow-up Activities

- Allocate different page ranges to small groups of students and challenge them to find all the adverbs on the pages. Make a list of all the words they find and invite students to confirm that each one is an adverb. Talk about how the book would be different if the adverbs were not included.
- Lead a discussion with students about the actions they can take when they face challenges, such as being in lockdown. Support students to write a short list of simple things that make them feel happy, such as playing a game with a family member or walking outside in the sunshine. Have students make an illustrated copy of their list to keep in a place where they can refer to it if they are feeling down.
- Brainstorm ideas for a class e-zine with students. Invite each student to choose an area of interest to write a contribution about. Discuss who you will distribute the e-zine to. Then, give students time to write their pieces and put your e-zine together.

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Learning Intentions

- We are learning to identify causes and effects.
- We are learning to understand how authors add detail to what they write.

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Success Criteria

- I can explain why events in the story happened and what effect they had.
- I can find adverbs in the book and explain how they provide more detail.

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Guided Reading Notes

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