

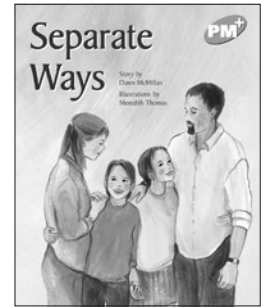
Separate Ways

PM Level 23

Silver

Text Type Narrative

Running Words 832



Preparing for Guided Reading

Orientation to the text

- Invite students who have experienced family separation to share their thoughts. Respond sensitively to feelings of guilt, anger, grief and regret. Explain that others also have these feelings in times of separation or divorce.

Prior knowledge

- Tess, Nathan and their parents have been met in previous **PM Plus** books. In this story, Tess and Nathan communicate their feelings of anxiety, anger and confusion when informed that their parents are going to separate.

Building the Balanced Reader

Vocabulary

Key vocabulary

anxiously, decided, difficult, disappeared, manage, probably, understand

Content Words

comfort, confused, exhausted, hushed, reassured, separate, shrugged, silence, snatched, tremble, wherever

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Predict what the story may be about. Recall other stories about Tess and Nathan. Reinforce the caring relationships shared by this family.
- Search the text for evidence that Mum and Dad are not happy. Explain that crying can be a way of letting sadness out of our bodies.
- Talk about ways to let anger out without hurting yourself or someone else. Discuss why separation was a difficult decision for Mum and Dad to make.

- Talk about how difficult the day at school would be for Tess and Nathan. Explain why it often helps to talk about feelings of anxiety, confusion or anger.
- How does Dad reassure the children about what going separate ways will mean?
- Reinforce the caring that is still evident within this family.
- Discuss difficult letter clusters in *voices*, *decision* and *confused*.
- Revise words with silent letters, e.g. *wrong*, *knocked*.
- Discuss adding suffixes to root words to make new words, e.g. *anxious*, *anxiously*; *anger*, *angrily*.
- Assist with understanding of selected phrases in the text, e.g. *a tremble in her voice*.

Comprehension

- Why did Dad come home early from work? (*Literal*)
- Why were Mum and Dad both very tired at the beginning of the story? (*Inferential*)
- What made Tess and Nathan feel more reassured about their parents separating? (*Applied Knowledge*)

Follow-up activities

- Ask students to list things that make them angry. Discuss issues that make them feel 'a little bit angry', 'angry' or 'very angry'. Compare lists and discuss ways of coping with angry feelings.
- On a chart, list ways in which students can let anger out without hurting themselves or anyone else.
- It is important that students support each other in times of sadness. Have each students write about how they might help and support a class member whose parents were separating.

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Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

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Guided Reading Notes

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