

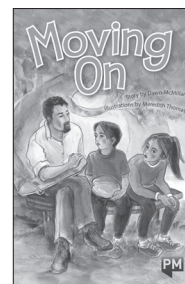
Moving On

PM Level 25

Emerald

Text Type Narrative (Imaginative)

Running Words 1703



Preparing for Guided Reading

Prior knowledge

- Discuss the fact that parents sometimes choose to go their separate ways, and that children sometimes live with one parent, or move between the homes of both parents.
- Have students share knowledge or experiences of living in blended families, when a parent starts a new relationship with a partner who also has children.

Orientation to the text

- In this story, Tess is treated poorly by a girl in her class, Briar. She learns that Briar is the daughter of her dad's new partner, and that Briar's behaviour is fuelled by insecurity about what the parents' relationship might mean for her home life. When Tess breaks her arm, Briar comforts her, and the seeds of a new friendship and understanding are sewn.

Building the Balanced Reader

Grammatical conventions

- Discuss how adverbs can add colour to dialogue, e.g. *Nathan chatted excitedly about school*; *"I'm okay," she said quietly*; *"I'm not going to the skatepark!" she said crossly*.

Vocabulary

Key vocabulary

ambulance, daughter, disappeared, enthusiastically, hilarious, mystified, opportunity, properly, researching, something, skatepark, suggestion, surfcasting

Spelling

- Talk about the more common spelling and pronunciation of the word *bolognaise* (as opposed to the original Italian *bolognese*). Explain that alternative spellings of foreign words (French, in this case) are sometimes used if they are easier to spell or pronounce.

Visual literacy

- Direct students to look at the illustration on page 31. Ask them to guess what sorts of things might be inside the wrapped presents that Dad and Gran are holding.

Focusing on the book – guided reading

- Have students read Chapter 1 and discuss what might be causing Briar to be so rude to Tess.
- Ask students why they think Dad decides to take Tess and Nathan to the skatepark after his chat with Gran.
- After reading Chapter 2, ask students how they feel about Nathan's reaction to what Dad and Tess have been saying. Ask, *Do you think Nathan is having difficulty dealing with the situation too?*
- Ask, *What do you think Tess means when she says "Not likely!" on page 21?*
- Ask students if they think it was a good idea for the two families to meet together on the beach. Have them offer thoughts about what Dad and Evelyn were thinking when they decided to arrange this outing.
- After reaching the end of the story, ask students if they think Briar and Tess are going to be good friends from now on.

Comprehension

- Why did Tess feel sick when Dad talked about his new friend? (*Literal*)
- Why did Briar want to go to the hospital with Tess? (*Inferential*)
- Why do some people speak and act badly when they have problems? (*Applied Knowledge*)

Follow-up activities

- Have students imagine that Briar was the one who was injured at the beach. Write a letter that Tess could send to Briar with a get-well present.
- Ask students to write a diary entry by Nathan, showing his views about everything that happened at the beach.
- Gran is an important character in the story who does a lot to help Tess feel better. Have students make a list of adjectives to describe her.

Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

• _____

Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

• _____

Guided Reading Notes

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