

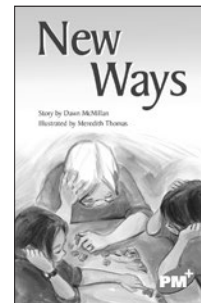
# New Ways

PM Level 25

Emerald

**Text Type** Narrative

**Running Words** 1840



## Preparing for Guided Reading

### Orientation to the Text

- Tess and Nathan's parents have separated, and students are having trouble adjusting to the change. However, with the support and love of their parents, and their grandmother, they learn new ways of being a family.

### Prior Knowledge

- Discuss with the students how change occurs as families grow. Some changes are major and some are minor. Have students brainstorm a list of changes that they have experienced or know of, e.g. new baby, moving house, death, new pets, change of jobs and schools, illness, divorce.

## Building the Balanced Reader

### Grammatical Conventions

- Draw students' attention to sentence parts – independent clause (a group of words that makes sense by itself) and dependent clause (doesn't make sense by itself, but adds meaning to the principal clause). Have students search the text for sentences that have independent and dependent clauses.
- Explain what homonyms are (e.g. fire is a noun and a verb) and have students search the text for homonyms. Discuss the noun and verb meaning for each word, e.g. *to coat* (cover) or *a coat* (jacket).

### Vocabulary

#### Key vocabulary

*amongst, cottage, counsellor, detour, disappointed, encouraged, muffins, patient, reassured, resist, separation, teased, thoughtfully, wafted*

### Spelling

- Encourage students to search the text for words that are homophones, e.g. *pane* (*pain*). Make a chart of these words.

### Visual Literacy

- Discuss how the illustrator portrays the emotions of the characters. Look in particular at students' faces; sometimes there are tears in their eyes, their brows are furrowed and their mouths are not smiling.

## Focusing on the Story – Guided Reading

- Ask students to silently read to the end of p. 12 after setting the focus questions: *Why are students going to their grandmother's? Is this a recent change or an old change for the family? How do you know?*
- Encourage students to take on the role of Tess or Nathan and write a diary or journal entry in character.
- Tell students the titles of the next two chapters – *Jigsaw Pieces* and *House-hunting*. Have them predict what further changes may happen for the family.
- Ask students to read to the end of p. 25 after setting the focus questions: *How do we know that Tess and Nathan are hoping that the change will be reversed? How does Gran help Tess and Nathan to understand the change that has happened in their family?* (Analogies)
- Ask the students to explain in their own words why Tess and Nathan's parents separated. Discuss the kind way Tess tried to reassure Nathan. Talk about the new idea students will need to get used to.
- During the story, Tess and Nathan are experiencing mixed emotions. How does the author show this? Why is Tess so angry?

## Comprehension

- Why are Nathan and Tess so worried about their dad being late? (*Literal*)
- What emotions are Nathan and Tess feeling? How does the author reveal them? (*Inferential*)
- What did Tess mean by *There's never a right time to cry*? Do you agree? (*Applied Knowledge*)
- What do you think the line *Mum laughed, just a little too loudly* means? Why did the author write this? (*Applied Knowledge*)

## Follow-up activities

- Ask some students to discuss and then write another chapter of the story. Include events such as the children helping to paint Dad's new house, and helping him in the garden.

## 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.

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## 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.

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## Guided Reading Notes

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