

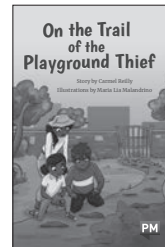
# On the Trail of the Playground Thief

PM Level 25

Emerald

**Text Type** Narrative

**Running Words** 2101



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share any experiences they have had with solving mysteries. Encourage them to articulate what happened and the steps they followed to resolve the situation.

### Orientation to the Text

- Salim's bike has been stolen and there are some tools and plants missing from the school garden, too. When Nina and her older sister, Gabby, see on the news that there is a jewellery thief on the loose, they and Salim use their detective skills to make some important connections.

## Building the Balanced Reader

### Grammatical Conventions

- Highlight the use of past-tense verbs in the text and discuss with students why narratives are often written in this tense. Contrast this with the use of present-tense verbs in the direct speech in the story.

### Vocabulary

#### Key Vocabulary

agency, ancient, cable, detective, directly, disappearance, equipment, exhausted, glum, innocent, inspected, investigate, practice, robberies, security, seedling, shelter, theft, theory, thief, thieves

### Spelling

- Locate the word *thief* in the text. Ask students to find other words that are related in the text, such as *thieves* and *theft*. Talk about the similarities and differences in spelling and meaning of each word and how students might remember these.

### Visual Literacy

- Guide students to take note of the lighting in the images throughout the text. Ask, *How does this help you to understand the action in the text? What effect does it have on the mood?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think the title means? How does this connect with the image on the cover?*

- Read to page 3 with students. Ask, *What has the author done to help you to understand how Salim is feeling? How do you think you would feel in this situation?*
- Continue to page 5. The author describes Ms Morsha as looking *concerned*. Ask, *What other words could the author have used? Why do you think the author chose that word?*
- Read pages 14–17 with students. Ask, *How have Nina's feelings developed through this part of the text? What information in the text tells you this?*
- Point out the word *inspected* on page 20. Invite students to explain what the word means. Ask, *Do you think this was a good word to use here? Why?*
- Continue to page 24. Ask, *What do you know about how Nina, Salim and Gabby are feeling? What clues in the text tell you this?*
- Read to page 27. Ask, *What do you know about the police officers so far? How might this help you understand what they might be feeling?*
- Find the word *recognised* on page 30. Ask, *Why do you think the author used this word instead of a simpler word such as 'knew'? What other words might the author have used?*
- Read to the end of the text together. Ask, *How do the pictures and words at the end of the story help you to understand the feelings of Nina and Salim?*

### Comprehension

- How did Salim know his bike had been stolen? (*Literal*)
- Why do you think Dad's eyes were huge when Nina woke him up? (*Inferential*)
- Who do you think the author intended as the audience for this story? Why? (*Applied Knowledge*)

### Follow-up Activities

- Ask students to find pairs of words with similar meanings in the text, such as *tired* and *exhausted*, *tools* and *equipment*, and *missing* and *stolen*. Explore other alternatives to each pair and discuss which words students think work best in the text and why.
- Challenge students to rewrite the narrative from the perspective of the delivery man. Brainstorm what he might have been thinking, feeling and doing throughout the story to support them before they write.

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## Learning Intentions

- We are learning to discuss the author's word choices.
- We are learning to infer characters' feelings.

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## Success Criteria

- I can give a supported opinion about the way the author has described something.
- I can suggest synonyms for words the author has used.
- I can use information from the text to explain how characters are feeling.

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## Guided Reading Notes

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