

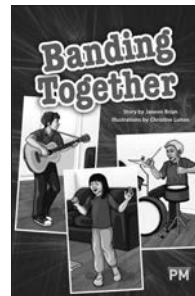
# Banding Together

PM Level 28

Ruby

**Text Type** Narrative (Imaginative)

**Running Words** 5012



## Preparing for Guided Reading

### Prior knowledge

- Have students share experiences of feeling left out amongst a new group of people, e.g. at a new school, or at their first practice with a new sporting group. Ask them how this felt, and whether other people helped them to fit in and feel more comfortable.

### Orientation to the text

- In this story, Joel's family moves from the city to a small country town. Joel is very unhappy there, especially when a boy in his class, Nathan, makes life hard for him. Finally, Joel finds his place in his new school when he, Nathan and their friend Chelsea form a musical trio and perform together at the local talent competition.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of elisions to create natural sounding dialogue, e.g. "Joel," his mum went on, "we've been hearing worrying things about you from your teacher"; "Does that mean I don't have to do the dishes?"

### Vocabulary

#### Key vocabulary

*applause, chords, constantly, desert, disgruntled, drumsticks, dumbfounded, enthusiasm, exchange, generous, guitar, hobbies, imaginary, lunchtime, opposite, schoolmates, strummed*

### Spelling

- Discuss how hyphens are used for different purposes throughout the story – to form adjectives, e.g. *seven-year-old brother*, and to create a new noun, *city-boy*.
- Revise past-tense verbs formed with a double final letter plus *-ed*, e.g. *dropped, snapped, stopped*.

### Visual literacy

- Have students look at the illustration on p. 7 and contrast Joel's stance and expression with the happier expressions of the other family members.

### Focusing on the book – guided reading

- Ask students why they think Toby is so much more excited about moving to the country than Joel is.
- After reading p. 15, ask students if they think Joel is serious when he wonders if he can afford to catch the next plane home. Ask, *Would Joel's old home feel the same if he went there without his family?*
- Discuss why Joel's class is quite small compared to most classes in city schools. Would this be better for students than a large class?
- Ask, *Why do you think Joel is so determined to keep his guitar playing a secret from the other students?*
- Pause after reading p. 31, and ask students why they think *the notes from Joel's guitar went straight to his heart?*
- After reading p. 33, ask students why they think Chelsea is so surprised to learn that Joel plays the guitar.
- Discuss why music proves to be the force that brings Joel and Nathan together and allows them to form a friendship, and a mutual understanding.

### Comprehension

- Why were Joel and his family moving to a new home in the country? (*Literal*)
- Why did Joel have a sick, hollow feeling in his stomach when he thought about the new school? (*Inferential*)
- How had the death of Nathan's mother affected him? (*Applied Knowledge*)

### Follow-up activities

- Have students write a letter from Nathan to Joel after they become friends, explaining his earlier behaviour and asking for a fresh beginning to their friendship.
- Have students write the lyrics to a song that The Wilchna Trio could perform together. This could be a song that tells the audience how they came to play together as a band.

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## Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.
- \_\_\_\_\_

## Success Criteria

- I can identify and discuss themes in the text I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.
- \_\_\_\_\_

## Guided Reading Notes

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