

Best Friend

PM Level 28

Ruby

Text Type Narrative

Running Words 4679



Preparing for Guided Reading

Prior Knowledge

- Discuss the different ways students know of to take care of themselves when they are feeling anxious or upset, such as meditation or exercise. Invite students to share how they feel being around pets or other animals, and how it affects their emotions.

Orientation to the Text

- Jet is a boy with a lot on his mind. He's just moved to a new house and started at a new school, his mum is sick and his dad has a new girlfriend and baby. As Jet struggles to concentrate and connect with his new classmates, the school counsellor comes up with a special idea to help his anxiety.

Building the Balanced Reader

Grammatical Conventions

- Focus on conjunctions that are used in the text in the formation of complex sentences, such as *while*, *since* and *when*. Compare these with conjunctions such as *and* that are used to form compound sentences.

Vocabulary

Key Vocabulary

anxiety, anxious, apartment, balcony, concentrate, consequence, counsellor, detention, distinctive, emotional, expensive, fragile, guilt, inherited, misunderstanding, participate, permission, principal, reluctant, retrieve, savagely, scrawled, skittering, townhouse

Spelling

- Compare the words *anxiety* and *anxious* from the text. Talk about how the meaning of the two words is related and how the meaning is changed by the different suffixes.

Visual Literacy

- Look at the illustration on page 26 with students. Ask, *What information is this image giving the reader? What decisions did the illustrator make in drawing the picture?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think is meant by the title 'Best Friend' from looking at the cover?*

- Read to page 6 together. Ask, *What do we know about the character of Jet already? What is stated in the text? What can you infer?*
- Continue to page 8, focusing on the precise past-tense verbs such as *choked*, *roused* and *scrawled*. Ask, *Why has this text been written in the past tense? What tells you that these are past-tense verbs?*
- Read to the end of page 12. Ask, *What events in this chapter have reinforced your understanding of Jet's character? What new information do you have?*
- Review the past-tense verbs on page 23 with students. Together, identify what the present-tense version of each verb is, and how it has been changed to form the past-tense: *is, was; betray, betrayed; dawdle, dawdled; leap, leapt*; etc.
- Continue to page 29. Ask, *How does Jet's character change when he is around Bandit? Why do you think this is?*
- Ask students to locate examples of past-tense verbs on page 33. Ask, *What is the base of each word? What are the different ways that past-tense verbs are formed?*
- Read to the end of the text. Ask, *How has Jet changed from the start of the story? What events helped him to change? How did the author and illustrator show you the changes?*

Comprehension

- How many different schools had Jet been to? (*Literal*)
- Why do you think Tim asked Jet about dogs? (*Inferential*)
- Who could you talk to if you were feeling anxious? What else could you do to get help? (*Applied Knowledge*)

Follow-up Activities

- Lead students in a guided meditation activity, using either an online video or verbal prompts. Ask them to describe how they felt before, during and after the activity.
- Organise students into two teams and ask one team to consider the pros of having a dog in the classroom and the other team to consider the cons. Invite each team to present their responses through drama or as a presentation.
- Challenge students to write a story from Honey's perspective. Brainstorm events, past-tense verbs and emotions that could be included to help students get started.

Best Friend

Date _____

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Learning Intentions

- We are learning to describe characters and how they develop in a story.
- We are learning how the past tense is formed and used in narrative texts.

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Success Criteria

- I can use events and vocabulary from the text to describe the main characters.
- I can explain how characters react and change through events in the text.
- I can identify past-tense verbs in the text and relate them to their bases.

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Guided Reading Notes

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