

Firelight Secrets

PM Level 28

Ruby

Text Type Narrative / Recount

Running Words 1983



Preparing for Guided Reading

Orientation to the text

- Karlie is ill and needs to keep warm. She would like to have the room heated by firelight so she can imagine how it must have been for Victoria – a girl who lived there over 100 years ago – so she can solve the mysteries of their new house. By the firelight, Karlie discovers Victoria's secret hiding place where she kept her diary. While she's recovering from her illness, Karlie reads Victoria's diary in bed and learns all about a girl who existed a long time ago, whose life was not so very different from her own.

Prior knowledge

- Look at the title. What type of word is *firelight*? Discuss *compound words* and how they are constructed.
- Discuss secrets. Ask students about their experiences of secrets. Have they ever kept, told, revealed or discovered one? Discuss the good and bad points about secrets.
- Ask students to predict or suggest what might be included in a book with the title *Firelight Secrets*. Record children's responses and revisit at the conclusion of the book.

Building the Balanced Reader

Grammatical conventions

- Locate and discuss compound words used in the text, e.g. *firelight*, *newspapers*, *firewood*, *staircase*.
- Discuss the role of an ellipsis and dashes to create pauses in a sentence.
- Identify italics used to create emphasis in a sentence, e.g. *please* light the fire.
- Discuss the purpose of a colon, i.e. to indicate that more information will follow what has already been written in a sentence.

Vocabulary

Key vocabulary

adjusted, antibiotics, bannisters, cameo, captivating, cowrie, curious, describing, diagnosed, embossed, examined, flickering, fortunate, grate, immunised, infect, intricate, medicine, plumped, pretending, propped, renovate, scampered

Spelling

- Brainstorm other words that begin with the prefix *anti* – e.g. *antisocial*, *antifreeze*, *anitclimax*. Explain the role of the prefix in these words.

Visual Literacy

- Discuss the sections of the text that are written in italics. Why is there a distinction?

Focusing on the story – guided reading

- Turn to p. 6 and ask students to read silently. Discuss the purpose of the writing on this page. Why is the orientation stage of this narrative here and not at the very beginning of the book? What effect does it have on the reader?
- Direct students to read independently up to p. 12, then ask, *How is it that Karlie finds herself sleeping in Victoria's old bedroom? What strategies does Karlie use to try to better understand the life and times of Victoria?*
- As Karlie has found Victoria's diary by the end of Chapter 2, ask students to predict what other firelight secrets Karlie might find.
- Direct students to read pp. 14 and 15 and ask them why the text is in italics. Discuss the uses of italics, and how on this occasion it is used to make the diary entries a first person recount within the structure of a narrative.
- An ellipsis is used on p. 25. Discuss the role of an ellipsis and what it means.
- Have students read the rest of the book independently, then ask, *Why is Firelight Secrets a very suitable name for the book?*

Comprehension

- What did Karlie's mum use to light the fire? (*Literal*)
- Why did Karlie get back into bed when she heard her mum on the stairs? (*Inferential*)
- What is the most exciting thing about finding secrets from the past? (*Applied Knowledge*)

Follow-up activities

- Conduct some research into scarlet fever. Locate the symptoms, prognosis, treatment, range and number of fatalities.
- Discuss the words *sovereign*, *florin* and *guinea*. What do these words have in common? Locate the names and values of other units of currency.

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 that 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 |
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