

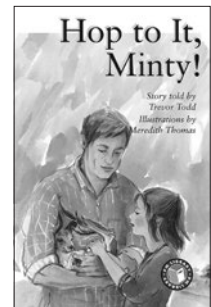
Hop to it, Minty!

PM Level 28

Ruby

Text Type Narrative

Running Words 2005



Preparing for Guided Reading

Orientation to the text

- When Melanie awakes to hear her dog Copper barking, she knows something is wrong. She and her dad, John, jump into the farm truck, drive out to the back paddock and find that someone has broken into their property to shoot kangaroos. But most distressing is what Copper discovers – a dead kangaroo with a joey in its pouch that is still alive. They adopt Minty, the orphaned joey, and she becomes a member of the family. But as she grows older Minty must find her own place in the world.

Prior knowledge

- Look at the cover and discuss animals that hop to move. Ask students where they think the book is set. Make a list that can be extended later. Discuss the use of an *exclamation mark* after the name Minty.

Building the Balanced Reader

Grammatical conventions

- Locate commas in the text that are used to break sentences into meaningful sections to assist with understanding.
- Discuss the term *rhetorical questions*, and locate examples in the text, e.g. *What right had those people to come onto his farm and shoot this animal? How dare they?* Explain that these questions don't require an answer but are included to encourage the reader to consider the issue being discussed in the story.
- Discuss and distinguish between the terms homonyms and homographs, and locate examples in the text.
- Identify the simile *like the wind* on p. 6. Recall that similes often begin with *as* or *like*.

Vocabulary

Key vocabulary

admiration, ancestors, declared, disappointed, disbelief, drifted, effortless, embrace, enthusiasm, expectantly, fluttering, furiously, glimpse, grim, harass, impatiently, incident, lurched, magnificent, mint, spectacular, unexpected

Spelling

- Discuss prefixes and suffixes added to root words to change their meaning, e.g. *unexpected*, *effortless*, *disappointed*, *disbelief*, *impatiently*

Visual Literacy

- On p. 23, discuss the colours and the technique used by the illustrator.
- Link the vignettes at the beginning of each chapter with the specific event in the story.

Focusing on the story – guided reading

- Turn to p. 6 and draw students' attention to the use of commas. Talk about the purpose of commas.
- Have students read pp. 6–7 silently and ask if they can identify the person telling the story. Discuss how the story is a third person narrative and explain the structure of a narrative.
- Ask, *Why couldn't John and Melanie wait until morning to go to the paddock?*

John was furious when they found the chain cut. Why does he suspect that it is people from the town? Why is it unlikely to be people from other farms? Why did John call harshly at Copper when she found the kangaroo corpse?

- Discuss with students the term *mint condition*. What is a mint and what characteristics does Minty share with a new coin?

Comprehension

- How did the people break into John and Melanie's farm? (*Literal*)
- How do you think Copper might have got her name? (*Inferential*)
- Why was Melanie able to establish a good relationship with Minty? (*Applied Knowledge*)

Follow-up activities

- Kangaroo joeys require specialised care when they are very young. Write about what Melanie would have had to do to care for the young joey after its mother died.
- Ask students to conduct some research into animal rescue centres that rehabilitate sick or injured animals and return them to their natural environment.

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Date _____

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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.

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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.

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Guided Reading Notes

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