

Maddy and Mia's Party Business

PM Level 28

Ruby

Text Type Narrative

Running Words 4440



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the meaning of the word *business* and invite them to give examples of businesses that they are familiar with. Brainstorm the different businesses that might be associated with throwing a party and use the discussion to anticipate what the text might be about.

Orientation to the Text

- Best friends Maddy and Mia are thrown together with the new boy, Ned, for a school assignment to start a small business to raise money for the local animal shelter. Running parties for little kids seems like a good idea until Mia starts to worry what the cool kids at school will think about seeing them dressed in one-piece dinosaur outfits.

Building the Balanced Reader

Grammatical Conventions

- Point out the capitalisation of proper nouns for people (Mia, Ned, Mr Lee) and things (Sunday, Roarsome Parties). Remind students that business names usually have capital letters and discuss why.

Vocabulary

Key Vocabulary

advertising, apartment, assignment, budget, business, cancelled, contagious, disaster, enquiries, exhausted, ferocious, hesitated, ingredients, manage, neighbourhood, profit, public, publicity, shelter, triumphantly

Spelling

- Analyse the letter-sound patterns in *triumphantly* with students. Talk about how many phonemes are in the word and which letter or letters represent each phoneme.

Visual Literacy

- Guide students to pay attention to the way the illustrations are used to reinforce the emotions conveyed by the text. Discuss the placement of people and objects in relation to each other and how this reinforces the way characters are feeling.

Focusing on the Book – Guided Reading

- Read page 4 together and point out the clause *clinging closer than koalas*. Ask, *What sort of language is this? How does figurative language help the reader understand what is happening?*
- Continue to the end of the first chapter and review how speech marks have been used. Ask, *How can you tell who is speaking? Where does punctuation such as full stops and capital letters go in relation to the speech marks?*
- Invite students to explain why *as if she was trying to talk from underwater* on page 11 is figurative language. Ask, *What do you picture in your mind when you read these words? Why do you think the author chose them?*
- Read page 15 together. Ask, *Why did the author use italics in the first two lines and not speech marks?*
- Point out the word *roarsome* on page 21 and introduce the concept of puns. Ask, *What word does 'roarsome' sound similar to? What effect did the author intend the pun to have?*
- Point out the word *Rorysaurus* on page 32. Discuss how this is a play on words that is intended to be humorous. Ask students to look for similar examples as they finish the text, such as *Maddysaurus* and *Nedosaurus*.

Comprehension

- What made Maddy think of the party business idea? (*Literal*)
- What might have made Mia think that the cool kids would laugh at them? (*Inferential*)
- What are some other small businesses that students could start if they wanted to raise money for a cause? (*Applied Knowledge*)

Follow-up Activities

- Revise what a pun is and how puns are used. Choose a topic, such as school or sport. In small groups, ask students to come up with as many puns on the topic as they can. Invite them to share their results.
- Have students work in small groups to write a script for a play that would be enjoyed by younger students. Encourage them to incorporate puns or other wordplay. Allow students to rehearse their play and perform it for younger students.

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Learning Intentions

- We are learning to identify and interpret figurative language.
- We are learning to understand the use of punctuation.

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Success Criteria

- I can find examples of puns and wordplay in the text.
- I can explain how figurative language enhances a narrative.
- I can describe and explain the punctuation used in direct speech passages.

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Guided Reading Notes

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