

# Now Is Now

PM Level 28

Ruby

**Text Type** Narrative

**Running Words** 2352



## Preparing for Guided Reading

### Orientation to the text

- Theresa and her friend Marcie are afraid of Miss Albright, the old lady who lives in the very old house at the end of Theresa's street. But Theresa discovers Miss Albright isn't scary, just old and frail. When Marcie moves away, Theresa and Miss Albright become friends, and Theresa learns a valuable lesson about friendship. When Miss Albright dies, she leaves Theresa a special gift.

### Prior knowledge

- Consider the title *Now Is Now* and discuss common expressions about time and what they mean, e.g. *No time like the present*; *Now or never*; *Don't put off until tomorrow what can be done today*; *Time heals grief and quarrels*; *In good times and bad*; *It's a sign of the times*; *A stitch in time saves nine*; *Time to face the music*; *Just in the nick of time*.

## Building the Balanced Reader

### Grammatical conventions

- Draw students' attention to the author's use of present tense. Have them re-read a paragraph in past tense to compare the effect. Remind students that narratives are usually written in past tense.
- Examine the author's use of adjectives to build an image. Focus on precise and economic use of language to create images in the reader's mind.

### Vocabulary

#### Key vocabulary

*allowance, ambulance, ashamed, crinkles, daffodils, definitely, easel, embarrassed, expression, funeral, memories, peer, shadowy, studio, trickle, wrinkles*

### Spelling

- Locate words with a long *a* sound and group them according to the way the sound is made, e.g. *amazed, say, paint*.
- Review words with unusual letter combinations, e.g. *laugh, beautiful, embarrassed*.

### Visual Literacy

- How are Marcie and Theresa feeling as they run off to play hockey? Why has their mood changed?

### Focusing on the story – guided reading

- Ask students to silently read to the end of p. 10 after setting the focus questions: *Why did the two girls run off? What made Theresa feel ashamed?*
- Encourage students to sketch the scene described on pp. 4–5. They are not to use the illustrator's image, but to create a new one using the author's description.
- Discuss the difference between sympathy and empathy. Are Theresa's feelings about Miss Albright sympathetic or empathetic?
- Ask students to read to the end of p. 19 after setting the focus questions:  
*How does Theresa's sympathy turn into empathy?*  
*Why does Miss Albright's kitchen surprise Theresa?*  
*What do Theresa and Miss Albright have in common?*
- Ask students to look at the three questions that Theresa asks Miss Albright, and write down answers that Theresa may have been expecting.
- Share students' responses to the focus questions, then discuss the following:  
*Why does Theresa snap at her mother? (p. 6)*  
*How has Miss Albright become isolated from her local community?*  
*Why does Marcie say that she would feel embarrassed to look through the hedge when she had been doing so the day before?*  
*Could there be people like Miss Albright in your local community?*
- Discuss the symbols in this book, e.g. the yellow kitchen, the flowers.

### Comprehension

- Why did Theresa presume the house was deserted? (*Literal*)
- Why does Miss Albright start Theresa off with pencils and not paint? (*Inferential*)
- Why does Theresa have mixed emotions? (*Applied Knowledge*)

### Follow-up activities

- Ask students to write a letter to an older member of the community, asking if there are any jobs they can do to help them. Discuss suitable tasks students could safely do for an older person.

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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