

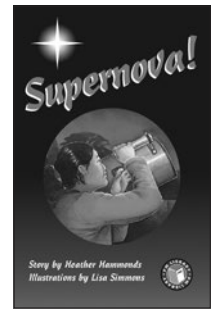
Supernova!

PM Level 28

Ruby

Text Type Narrative

Running Words 2035



Preparing for Guided Reading

Orientation to the text

- Amy looks out at the sky and knows it's a good night to go and look at the stars and planets. She wheels out the telescope from the garage as her friend James joins her. They want to be astronauts when they grow up and they stare at the sky and imagine flying in spaceships, finding craters and 'seas', and even new worlds. Tony and other kids from school make fun of them, thinking they are strange for liking astronomy, but when Amy and James discover a supernova, it's quite a different story.

Prior knowledge

- Look at the title. Ask students if they know what a *supernova* is. Use dictionaries to look up the meaning.
- Turn to the contents page and ask if the titles of the chapters give us a better understanding of a supernova.

Building the Balanced Reader

Grammatical conventions

- Vocabulary – discuss the meaning of the prefixes *super* and *astro*. Make word lists that used these prefixes.
- Revise the punctuation for direct speech, e.g. speech marks, capital letters, commas.
- Locate and justify ellipses as they occur in the text, e.g. *no such things ... were there?*
- Discuss quotation marks around technical words used in the text, e.g. "*seas*", "*maria*", "*star*"

Vocabulary

Key vocabulary

alien, asteroids, astronaut, astronomer, awakened, bureau, comets, craters, definitely, discoverers, exclaimed, exploded, eyepiece, miserable, muttered, photographers, pretended, principal, reflecting, separated, snickered, supernova, telescope

Spelling

- Discuss the meaning and origin of the prefix *astro-*, Greek: *astron* (star). Ask students to list words beginning with this prefix, e.g. *astronomer, astronomy, astronaut*.

Visual Literacy

- Discuss the style of the illustrations, e.g. plain, with little embellishment. Talk about the effect of this style of artwork.
- Look carefully at the illustration on p. 28. How interested do you think the audience was when Amy was speaking to them?

Focusing on the story – guided reading

- Turn to pp. 4–6 and ask students to read silently and identify who is actually telling the story. Discuss how these pages are written. Explain the features of a narrative and highlight the use of direct speech.
- Direct students to read silently up to p. 18, then ask, *Why are James and Amy teased about their love of astronomy? How are their feelings restored after Amy is teased at school?*
- Encourage students to look up *astronomy* and *astrology* in the dictionary. Are they similar? Why are they often confused?
- Read aloud p. 19 where Amy looks up the meaning of *supernova*. How different/similar is her explanation to the definitions found by students using dictionaries?
- Ask, *When Tony and his group find Amy and James together, what spiteful words do they use to tease Amy? Refer to James' comment on p. 8 – "It looks pretty good down there tonight." What do you think this means? Why is it important to view a supernova in its early stages of development?*

Comprehension

- What did Amy mean when she said, 'Time to go'? (*Literal*)
- Why did James and Amy use the telescope when the sky was clear? (*Inferential*)
- Why did other students tease Amy and Tony about liking astronomy? (*Applied Knowledge*)

Follow-up activities

- Allow students to conduct some research about other supernovas. Find out where they were located, who discovered them and what they were called.
- Make a glossary of technical vocabulary from this text. Remember to arrange the words in alphabetical order.

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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