

The Flower Necklace

PM Level 28

Ruby

Text Type Narrative

Running Words 2321



Preparing for Guided Reading

Orientation to the text

- Tonya is the latest boarder to live with Ruth and her mum. Tonya makes Ruth feel special by trusting her and treating her as a friend. That trust is tested when Tonya's most treasured possession is broken. What will happen to their friendship? Will Tonya be able to forgive her?

Prior knowledge

- Looking at the title of each chapter, what do you think might happen in this story? What is some of the vocabulary you might expect to find?

Building the Balanced Reader

Grammatical conventions

- Locate similes that begin with *as* or *like*, e.g. ... *shone like the jewels ... of a pirate chest filled with treasure.*
- Revisit exclamation marks and read the text with appropriate expression, e.g. *The Circus! No buts!*
- Discuss the author's repetition of words to create an impact in the story, e.g. "I'm really, really sorry," Ruth said again.

Vocabulary

Key vocabulary

adored, apology, auburn, compartments, diamond, enamelled, engagement, forgiving, forgetting, gorgeous, imitating, jewellery, marvellous, occasionally, petty, precious, pharmacy, responsibility, selfishness, tassell, valuable, velvet

Spelling

- Revise the rules for adding the suffix *ing*: *staying, meetings, glowing, practising, saving, forgetting.*
- Locate and revise homophones, e.g. *boarder/border, week/weak, hair/hare, know/no, see/sea.*
- encourage students to break compound words into two smaller words: *weekday, sometimes, around, homework, weekends, overseas.*

Visual Literacy

- What might the box on the first page be for? Who does it belong to?
- Show the illustrations, then ask students what might happen in this story.

- On p. 16, why do you think the author made the words *on* and *on* and *on* increase in size and intensity?

Focusing on the story – guided reading

- What is a boarder?
- Why did Ruth's mum have a boarder?
- Why did Carmen ignore Ruth when she was talking about Tonya?
- Why do you think Ruth lied about Tonya's boyfriend?
- What is jealousy? Have you ever been jealous? What did it feel like?
- What consequence do you think there will be for Ruth's actions? What else could she have done?
- What is trust? Have you ever done something, or had someone else do something to you, that has broken the trust between you?
- What did Tonya do to show she had forgiven Ruth?

Comprehension

- Why did Ruth like Tonya so much? (*Literal*)
- Why do you think Ruth took the flower necklace to show Carmen, even though she knew it was wrong? (*Inferential*)
- What is the meaning of the title of the final chapter, 'Forgiving and Forgetting'? (*Applied Knowledge*)

Follow-up activities

- Throughout the text, each of the characters display different personality traits. Some traits are desirable and some are less desirable. Select some of the traits that Ruth, Carmen or Tonya displayed during the story and then rate them according to how strongly each trait was shown.
- Adjectives are describing words. They help give a clearer picture of a person, place or thing. Choose three favourite toys or treasures and make a list of adjectives about them. Use these adjectives to make sentences that give clues. These clues can be shared in a game with others, to guess *What Am I?*

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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