

Train Music

PM Level 28

Ruby

Text Type Narrative

Running Words 2328



Preparing for Guided Reading

Orientation to the Text

- Martin's greatest fear is speaking in front of people. While taking a train trip to Perth with his uncle, Martin meets a young deaf girl. He finds himself in a difficult situation and must decide whether to face up to his fears.

Prior Knowledge

- Brainstorm words about trains and travel. Make a list and use it for later reference.

Building the Balanced Reader

Grammatical Conventions

- Revise the correct punctuation for direct speech. e.g. 'Hello, I'm Bev and this is my husband, Alan,' the woman said.
- Revise the use of question marks as a form of punctuation, e.g. *Do you like art? What about sports?* Discuss different types of sentences.
- Encourage syllabification for decoding and spelling multi-syllable words, e.g. *can/di/date*, *con/ver/sa/tion*, *per/for/mance*.

Vocabulary

Key vocabulary

appreciate, awareness, candidate, courage, cringed, diversion, karaoke, launched, mingling, motioning, occasional, randomly, screechiest, semester, sponsors, stationary

Spelling

- Assist students to distinguish between the homophones *stationary/stationery*, *heard/herd*, *through/threw*.
- Discuss prefixes used to make opposites, e.g. *un:* *uncomfortable*; *dis:* *disappear*, *disappointment*, *discomfort*.
- Locate examples of the suffix *ly* used to make adverbs, e.g. *randomly*, *badly*, *finally*, *mostly*.
- Identify compound words: *everyone*, *everywhere*, *breakfast*

Visual Literacy

- Looking at each chapter title and the illustrations, what do you think will happen?
- Why do you think the author has used italic lettering in Chapter 3?

- What do you think is happening in the illustration on pp. 24–25?

Focusing on the Story – Guided Reading

- How do you feel on the last day of a school term?
- What did Martin do so he didn't have to talk to the people at his table?
- Why was Martin so rude, hurrying to get away from Melina?
- Have you ever had to 'face a fear'? How did you do it? How did you feel before, during and after?
- Why did Martin stay in his cabin instead of eating dinner in the dining car?
- What made Martin get up and sing, and face his worst fear?
- How did he feel before, during and after his performance?
- What helped Martin feel more comfortable with his class talk?
- Have you ever made a special friend on holidays? Did you keep in touch with them?
- Throughout the story, the author described what Martin was feeling and experiencing when faced with his fear of speaking to others. What were these feelings?

Comprehension

- How long will Martin and his Uncle Ernest be on the train journey? (*Literal*)
- What does it mean, *She had hair like a pyramid*? (*Inferential*)
- How might Martin have felt if he hadn't participated in the karaoke session for Melina? (*Applied Knowledge*)

Follow-up Activities

- Imagine you are Martin and write a series of notes in point form for a class talk. Present your talk to the class, remembering to stay in character.
- Talk about how hard it would be to communicate with a hearing impaired person. Investigate the sign language used by people who cannot hear very well.

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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