



Before Reading

Motivation / Purpose

- The purpose of this text is to entertain the reader with a story about a new boy who comes to the school, and the difficulty he has making new friends.

Text Type *Date./.../...*

- Draw students' attention to the:
 - title
 - illustrations
 - contents page.
- Ask "What type of book is this?" (Narrative). What features of the text tell you this?

Visual Literacy *Date./.../...*

Examine the front cover and ask students what they think is happening here.

Which boy do you think is the bully? Which boy is the victim? How can you tell?

Where and when do you think this story is set? What visual clues lead you to these ideas?

Note the border and background colours for this story.

Background Knowledge *Date./.../...*

Describe situations when a new class member has arrived at your school. How have other people welcomed him or her?

Discuss how newcomers feel when they arrive at a new school. What feelings do they experience? How can you help make them feel welcome?

Phonological Awareness *Date./.../...*

Make sure students know the following phonological patterns:

- long a: **grt** (p.4), **chnng** (p.11), **Gr** (p.12), **ag!n** (p.12)
- /er/: **temp.!** (p.4), **wk** (p.10), **t.!!ned** (p.14)
- /ow/ou/: **down** (p.4), **f!nd** (p.17)

Spell out one of the above sounds (e.g. 'ay' as in 'stay'). Ask students to write three words which contain that sound made by the same combination of letters (e.g. 'today', 'away' and 'play').

Vocabulary
 disappear, disappointed,
 elbowed, excited, frowned,
 polite, presented, problem,
 reason, stare, temper,
 unfriendly

Say one of the above sound groups. Ask students to list possible letter combinations for making that sound. The students may prefer to write words to give examples.

High Frequency Words

about, after, doesn't, friend, knew, know, something, things, used, would *Date./.../...*

Make a set of cards with one word on each card. Make groups with the cards. Ask the students to decide how you have chosen to group the words.

Each student then selects a word card and says something about the word. (e.g. 'knew' has a silent 'k'; 'would' rhymes with 'could'; 'something' is a compound word.) *Date./.../...*

During Reading

Vocabulary in Context *Date./.../...*

- Discuss the different prefixes that are used to make words opposite in meaning to their root word.

- dis: disappear (p.13), disappointed (p.17)
- un: unfriendly (p.17).

List other examples: disagree, disable, disadvantage, dishonest; unkind, unlikely, unhappy, untidy.

Checking for Meaning

Literal: *Date./.../...*

What is the class like before Martin arrives? (The class is great.)

How long does Martin stay with Josh? (Martin stays for the two weeks of the holidays.)

What is Martin so unfriendly? (He is upset that when he leaves, his friends always forget about him.)

Inferential: *Date./.../...*

What kind of person do you think Martin really is?

Do you think Martin will continue to have lots of friends at this school? Why?

What kind of person do you think Josh is? Would you like him as a friend?

Make sure students understand the difference between literal and inferential information.

- Response:** *Date./.../...*

How would you feel knowing that Martin is staying at your house for two weeks?

What could you have done to help Martin? Do you think Josh does the right thing?

Grammatical Patterns *Date./.../...*

Make sure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (p.4)
- Complication - the sequence of events develops a problem for one or more of the characters: *Martin is unfriendly to everyone, and Josh discovers Martin is staying with him for the holidays.* (pp.5-17)
- Resolution - the problem is solved and things return to normal: *Josh finds the 'nice Martin' and presents him to his mates.* (pp.18-24)
- Use of particular nouns to refer to particular people, animals and things: *temper* (p.4), *holidays* (p.7), *bully* (p.10), *manners* (p.13)
- Use of adjectives to describe nouns: *angry* (p.4), *good* (p.13), *better* (p.17), *best* (p.18)
- Use of time connectives and conjunctions to sequence events: *On the last day of term* (p.5), *as I headed to the car park after school* (p.7), *on Monday morning* (p.11), *Then* (p.22)
- Use of adverbs and adverbial phrases to locate particular events: *at lunch time* (p.6), *for the next two weeks* (p.9), *that night* (p.23), *often* (p.24)
- Use of past tense action verbs to indicate the actions: *arrived* (p.4), *elbowed* (p.5), *headed* (p.7), *forgot* (p.17), *stopped* (p.19), *invited* (p.22)
- Use of saying and thinking verbs: *knew* (p.4), *coiled* (p.7), *asked* (p.8), *know* (p.16)

- Fluency / Punctuation Patterns** *Date./.../...*

These punctuation patterns occur in the text:

- A comma is used to separate adverbs and adverbial phrases/clauses from the main clause: *On the last day of term, (p.5) as I headed to the car park after school, (p.7) Then. (p.22)*
- An apostrophe is used to write contractions: *You're* (p.6), *haven't* (p.6), *isn't* (p.10)
- Single quotation marks are used for an invented expression: *'nice Martin'* (p.22)

- A full stop is used to end a quotation when the speaker has been identified prior to the spoken words: *Mum frowned, 'I've given my word, Josh. You two will just have to get along.'* (p.10)
- Compare this with situations where the speaker is identified after the spoken words, and a comma is used before closing the speech marks: *'He's a bully, and everyone is scared of him,' Isaid.* (p.10)

- Critical Literacy** *Date./.../...*

What message is the author conveying in this story? Do you think the author has had an experience like this before? Why might the author have written this text?

- Linking Visual and Written** *Date./.../...*

How does Martin's body language and facial expressions change over the course of the story? Compare him on page 4 with how he looks on pages 22-23.

Describe the expressions on Josh's and Mum's faces when they talk about Martin. How can you tell Josh is upset and angry? What does Josh's facial expression tell you about his attitude towards Martin?

Look at the illustration on page 24. How can you tell Martin and Josh are friends?

After Reading

Discuss situations where you have had to try really hard to get along with another student.

How do you feel when you finally become friends? Re-read the text to the end of page 16. Change mum's explanation for Martin's behaviour and in small groups, rewrite or discuss how the story might unfold.

Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- write orientations for a narrative text.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

