

The New Girl

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illustrated by Pat Gold



Book Summary

Amy is at home with a broken ankle. While she is away, her best friend, Kim, makes friends with a new girl. Amy finds this unsettling, then she finds out that she and the new girl have something in common.

Features of the Book

- Direct speech
- Written from a child's point of view
- Specialized vocabulary – *cast, crutches, hobbled*
- Third-person narrative

Word Study Opportunities

- Double consonants – *stopped, worried, hobbled*
- Contractions – *wasn't, didn't, she's, how's, couldn't, can't*
- Silent “w” – *write, wrong, wrote*
- Compound words – *classroom, everyone, anymore, outside, lunchtime*

Purpose

The New Girl can be used to introduce and reinforce the following standards-related skills:

- S** interpreting and analyzing characters' feelings, relationships, and actions;
- S** making, confirming, and revising predictions;
- S** using context clues and prior knowledge to understand unfamiliar words;
- S** exploring problem resolution;
- Ph S** recognizing the silent letter “w”;
- S** writing compositions that have interesting subjects.

The Guided Reading Lesson

- S** Interpreting and analyzing characters' feelings, relationships, and actions
- S** Making, confirming, and revising predictions
- S** Using context clues and prior knowledge to understand unfamiliar words

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: the blackline master, markers, and a pencil for each child

Introducing the text

Look at the illustration on the cover of the book, then read the title and the names of the author and illustrator together.

- *What do you think this book is about?*
- *How do you think the girls are feeling?*
- *Have you ever changed schools?*
- *How did you feel on your first day at your new school?*

Read the blurb on the back of the book together.

Encourage the children to make predictions about how Amy will feel about missing school and what will happen. Write these predictions on chart paper.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Read the chapter headings on the contents page. Encourage the children to either revise or add to their predictions. Ask the children to read chapter 1 silently.

- *How is Amy feeling?*
- *What would it be like to have a broken ankle?*

Discuss how Amy's broken ankle would affect her daily life. Encourage the children to talk about their own experiences of broken bones. Use specialized vocabulary such as "cast," "crutches," and "hobble" in the discussion.

Ask the children to read pages 7 and 8 silently.

- *How could Ms. Pullman and the students make Paige feel less nervous?*
- *How might Amy feel about the new girl?*

The children can now read the rest of the chapter. When they have finished, revisit the predictions that were made earlier. Allow the children to confirm and revise their predictions.

Day Two

Ask the children to recount what has happened in the story so far. Remind the students that if they are having difficulty understanding a word, they can think about what has happened in the story so far, read on then reread, or ask for help.

Ask the children to read pages 14 to 16 silently.

- *Why did Kim describe Paige as "Cool" and then change it to "OK"?*
- *How did this make Amy feel?*
- *Have you ever felt like this?*
- *What do you think Amy should do when she goes back to school?*

The children can now read to the end of the chapter.

- *What words in this chapter did you find difficult?*
- *How did you figure them out?*
- *What do you think will happen between Amy, Kim, and Paige?*

Add any new ideas to the chart. Ask the children to read to the end of the story independently.

Revisit the children's predictions on the chart.

- *Did you need to revise any of your predictions?*
- *How can making and checking predictions help you to understand a story?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring problem resolution

- *Amy had lots of different problems in the story. What were they?*

Write the children's ideas on chart paper: (She had a broken ankle; she was missing school; she was worried about her friendship with Kim; she was unsure about Paige; she didn't know what was wrong with Paige's foot.)

- *Who helped her to resolve these problems?*
- *How could it have been done differently?*

PhS Recognizing the silent letter "w"

Write "wrong" on the board.

- *What do you notice about the way this word sounds and how it is written?*
- *What other words with a silent "w" can you find in chapter four? (write, wrote)*

Begin a list of words that begin with a silent "w." Encourage the children to use a dictionary to find more of these words. Write them on the list and add to it over time.

W Writing compositions that have interesting subjects

Ask the children to think about a problem they've had at school.

- *What was the problem?*
- *Who else was involved?*
- *How did you feel about it?*
- *How was the problem resolved?*

Encourage the children to think about their problem for two minutes and then to share it with a partner. Share a time you've been unhappy at school. On the board, write a brief story about it. Model how to keep to the topic and how to tell the story from beginning to end. Make sure you include how your problem was resolved.

B The children can complete the blackline master on page 87.