LO: TO UNDERSTAND A TEXT
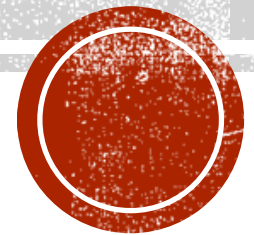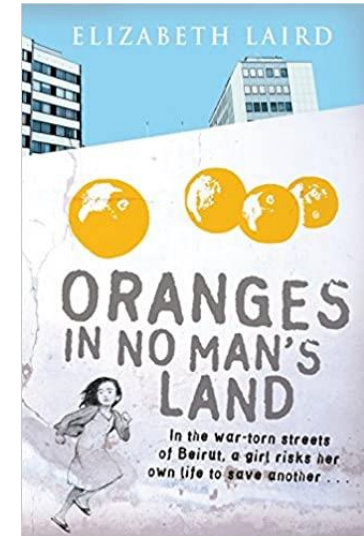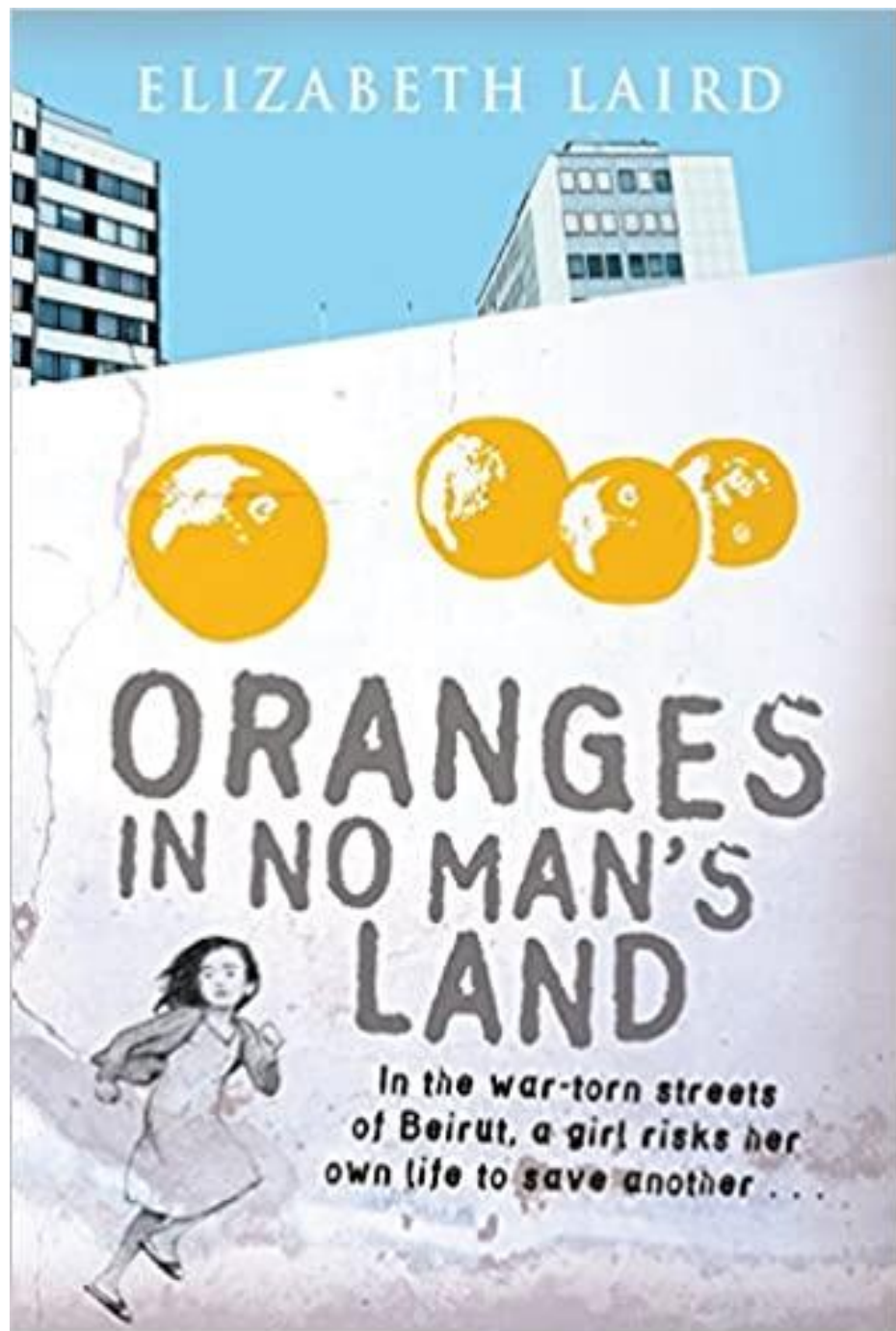
ORANGES IN NO MAN'S LAND BY ELIZABETH LAIRD (PREDICTION)

- Look at the title, author, pictures and any subheadings

- Where is/might the text be found? Why does the source matter?

- What do you know about the author?

- What do you think the text might be about?

- What type of text might it be? Fiction? Non-fiction? How do you know?

- Who do you think the intended audience is? Why is the audience important? How does this affect the writing?

- Use the title to generate questions about the text.
  - Who?
  - What?
  - When?
  - Where?
  - Why?
  - How?

ELIZABETH LAIRD

ORANGES IN NO MAN'S LAND

In the war-torn streets of Beirut, a girl risks her own life to save another...

ORANGES IN NO MAN'S LAND

WHO?

WHAT?

WHEN?

WHERE?

HOW?

WHY?

It was a bright morning in Beirut … No, I can't begin there. I must think back a bit further, to the place we found to live in after Mama died. I don't want to remember the first few days, the panic and confusion and the aching, aching loss.

It was Latif who found the flat for us. Little brothers do have some uses, I suppose, although I didn't often think so then.

The four of us were sitting on a doorstep in a ruined street, feeling hungry and hopeless, after two days of wandering from place to place. All we'd thought about was how best to get away from the fighting. We had no food left, and no idea where we'd spend the night. Granny looked so old and worn and beaten I could hardly bear to look at her. I think she'd given up hope. Ahmed was crying.

"There are people up there in that window," Latif suddenly said, pointing across the road to the first floor of the building opposite. "Look, Granny, they're waving to us."

It was the first kind, good thing that had happened to us since the disaster, and it was how we met Samar (who was ten years old like me) and Samar's mother, dear Mrs Zainab, who was the best mother in the world, after mine.

A few minutes later, we'd crossed the road, pushed open the broken street door of the building, gone up the dusty steps and found ourselves in what must once have been a beautiful flat where rich
people had lived.

I can remember standing in the doorway looking round in amazement. I'd never been in such a place before. The windows had all been blown out, and there were gaping holes in the walls where shells had blasted through, but you could still see how magnificent it had been in the old days.

ORANGES IN NO MAN'S LAND

WHO?

WHAT?

WHEN?

WHERE?

HOW?

WHY?

SKELLIG (VOCABULARY)

- Read the text on your own

- Highlight any vocabulary (or phrases) you don't know or find interesting

- Feedback as a class about vocabulary

SKELLIG (MODEL AND ECHO)

- Choose sections for the class to 'echo' which focus on using punctuation, expression, speed, volume.

The four of us were sitting on a doorstep in a ruined street, feeling hungry and hopeless, after two days of wandering from place to place. All we'd thought about was how best to get away from the fighting. We had no food left, and no idea where we'd spend the night. Granny looked so old and worn and beaten I could hardly bear to look at her. I think she'd given up hope. Ahmed was crying.

ORANGES IN NO MAN'S LAND (Q&A)

- Discuss the question
  - What questions word is used?
  - What is it asking for (a name, a date, a place, and explanation, a quote)?
  - Should we answer in one word or a full sentence?
  - How many things does it ask for?
  - What words are useful to help us find the answer?
  - Where might we look?
  - What skills can we use (skimming/scanning)?
  - What information should we highlight in the text?
  - **Does the questions ask for evidence?**
  - How can we write the answer if it does ask for evidence?

9. What has changed between the beginning and end of this extract?

   Use evidence from the text to support your answer.

   _____

SKILLS (VIPERS)

These are skills we practice in guided reading. Which ones do you think you have practised today?

- **Word reading:** Use a range of strategies including accurate decoding of text to read for meaning

- **Identify and retrieve key information from texts:** Identify main idea from one or more paragraphs and summarise this (succinctly)

- **Identify and retrieve key information from texts:** Explain and discuss their understanding of the text (through presentations and formal debates)

- **Deduce, infer and predict:** Deduce characters thoughts, feelings, and motives for their actions (explain the deduction process)

- **Understand structure and organisation of texts:** Comment on structural devices (reasons)

- **Writer's choice and use of language:** Give reasoned choices for how grammatical choices are used

- **Writer's choice and use of language:** Comment on language choices (evaluate)

- **Identify key themes** related to social issues (explain, compare and contrast)