

# Shared reading

SECTION

3

## Extract 1

- Ask the children to imagine they were being sent to live with two children their own age. What sorts of questions would they want to ask?
- Read through the passage, asking the children to pick out all the different things Maia will see on this leg of her journey. How does she feel about what she sees? She could have been scared or sad, but she's actually excited. Why?
- Highlight the words *and didn't stop till they were out of sight*. Encourage the children to look at this section and other clues in the chapter that

tell us what sort of person Maia is. What do they imagine she may be like as a friend?

- What do the children think of when they hear the word *free*? Home in on the contrast between captive and free. What does the phrase *Maia was free to make up their lives* mean?
- Why do the children think the twins had written such a short letter to Maia? It leaves her free to imagine their lives. Is this a good thing? Would it have been better to know more about them?

## Extract 2

- Read this passage after Maia's first journey into the jungle in Chapter 5. Display the first half of the passage, as far as the words *What I thought was there*.
- Invite the children to read the passage, as far as the hidden section, asking themselves what it tells us about the relationship between Miss Minton and Maia and what each of them is thinking.
- Ask the children to pick out the change that has come across Maia, seen clearly in this shared text. What has changed and why? Highlight the words *I've seen that it is there*. What is the *it* that

Maia thought was out there?

- Now display the rest of the passage to the class. Look at the way the section beginning *I mean... the forest...* is written. Ask the children why is it written in that way. Invite one or two children to read this paragraph aloud in the tone and manner in which they think Maia said it. Encourage the children to think of stories they have written where, once in the story, a character could talk in this way.
- Look at Miss Minton's final line. What does she mean by this?

## Extract 3

- Invite the children to read the passage in this extract and consider what we are told about Miss Minton. What sort of impression does this build up? (Someone who won't chase a butterfly and who tries not to feel excited.) The children may like to add their thoughts from other parts of the story.
- Read the moment when Miss Minton sees and clambers towards the butterfly, and contrast it with the person who won't chase or get excited. What has happened to her and why?

- Read the moment where Miss Minton takes the dead butterfly, and ask the children to describe how it would feel to do this.

- Highlight the words *even Furo shook his head* and ask why these words are special. What does this tell us about the find?

- Invite the children to consider Miss Minton's final words on the find – why does she say this? Tease out the way she doesn't want to raise expectations but then ask why, this being the case, she keeps looking at the creature in her lap.

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