

African Safari

PM Level 29

Sapphire

Text Type Recount

Running Words 2300



Preparing for Guided Reading

Orientation to the text

- Jason Edwards journeys through Africa from Zimbabwe to the Democratic Republic of Congo – a distance of 12,000 kilometres! Hiking over baking deserts, exploring swamps in a log canoe, discovering ancient riverbeds and sand dunes, and sleeping in trees in order to be out of reach of the lions, Jason's journal documents every day of this incredible experience, and his encounters with hippos, cheetahs and elephants. As Jason's journey comes to an end, he remembers all the amazing sights, sounds and smells he's encountered, and is saddened to think that many animals and plants in Africa are becoming extinct.

Prior knowledge

- Direct students to use an atlas to locate Africa. Use land usage or environmental maps to establish an understanding of the diversity of Africa's environment.
- Discuss what an environment is. What are the elements of an environment?
- List what might be seen whilst on safari.

Building the Balanced Reader

Grammatical conventions

- Highlight the use of technical language, to ensure accurate information is presented to the reader, e.g. *migrate*, *carnivores*.
- Note the use of first-person pronouns, e.g. *i*, *we*, because the author of the text is the person who went on the African safari.
- Identify the example of personification on p. 18, that gives human qualities to other objects, the mirages.
- Locate similes in the text to liken one object with another, e.g. *like dolphins playing in the sea*.

Vocabulary

Key vocabulary

abundance, amassed, ambushed, canopy, carves, desperate, destination, destruction, dwindling, extinct, fateful, foliage, hulls, infamous, interior, journal, lurching, migrate, mirages, mischievous, parched, predators, stampede, stifling, tattered, termites, territorial, treacherous, trekking, tremendous, trumpeting, vanished, vultures, wilderness

Spelling

- Use syllabification to spell and decode longer words in the text, e.g. *hip/po/pot/a/mus/es; ter/ri/tor/i/al; e/lec/tri/cal*.

Visual Literacy

- Ensure students read the sections called *Interesting Facts* that provide additional information to the main text.
- Direct students to the map on p. 4. Then look at the smaller maps on other pages in the text. Help students to understand how the small maps relate to the larger map.

Focusing on the story – guided reading

- Read the introduction to students and then ask them to consider the structure of a journal (e.g. personal recount, reflections, written in the first person – *I* and *we*).
- Direct students to read silently to the end of p. 15, then ask:
What impact do the elephants have on the environment?
How have the different animals adapted to their environments?
What helps them to survive? (Choose three examples to share.)
- Encourage students to list the African wildlife that has been introduced so far.
- Use the map on p. 4 in conjunction with an atlas to work out where Jason is up to in his journey. If the dots on Jason's map signify places he visits, how will Jason travel between each of the remaining places?

Comprehension

- What distance did this African safari cover? (*Literal*)
- In the watery wilderness, why did the author sleep up on some planks in the trees? (*Inferential*)
- How will the author be able to contribute to the conservation group when he returns home? (*Applied Knowledge*)

Follow-up activities

- Ask students to calculate the exact number of days it took to complete the African safari.
- Make a list of countries visited on the safari, and the animals observed in each of those countries. Discuss the range of animals seen throughout the entire journey.

Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up