

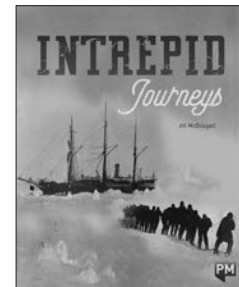
Intrepid Journeys

PM Level 29

Sapphire

Text Type Recount (Informative), Procedure (Informative)

Running Words 2545



Preparing for Guided Reading

Prior knowledge

- Have students share any prior knowledge about Zheng He, Christopher Columbus, Ernest Shackleton, Amelia Earhart or Molly Craig. Ask them why they think these people have been chosen to be featured in the book.

Orientation to the text

- In this book, the reader learns about a number of famous journeys, over a wide range of timespans and terrains. These include sea journeys, journeys over snow, journeys through the air and long journeys on foot.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of adjectives to provide clarity in detail in the Recount, e.g. *the bright light of morning, bitter fumes irritated her eyes, a soggy field, her amazing flight*.

Vocabulary

Key vocabulary

altitude, cockpit, compass, continents, endurance, expedition, exploration, floe, fortitude, glaciers, indigenous, magnetic, missionaries, monoplane, navigator, powerless, scribes, settlement, siding, treacherous, whaling

Spelling

- Revise words with silent letters that are encountered in the book, e.g. *foreign, weather, pirates*.
- Discuss how the name *Zheng He* is written, and the fact that it has a very different pronunciation to the way we would read it.

Visual literacy

- Have students inspect the map on p. 27, using the scale at the bottom to appreciate the colossal distance Molly and the girls walked.

Focusing on the book – guided reading

- Ask students to summarise why there are so many large statues of Zheng He in China today.
- After reading up to p. 11, have students compare the voyages of Zheng He and Christopher Columbus, noting the similarities and differences they observe.

- Ask, *Why would Columbus have thought that the Earth was much smaller than it really is?*
- Have students offer thoughts about what Shackleton's crew may have done during the months they had to remain on the cold wet ice floe.
- After reading the chapter about Molly Craig, have students identify the most demanding decisions she had to make to safeguard her sisters during the journey.
- Ask students to share thoughts about why it would have been very dangerous for Amelia Earhart to land in the soggy field. What does her success in doing this tell us about her skills as a pilot?
- After students read the Procedure on pp. 29–30, ask them if there is any way that they would be able to work out which end of the needle is pointing north and which is pointing south. Why might this have been easier for Zheng He to do from his ship?

Comprehension

- How many people set sail in Zheng He's fleet? (*Literal*)
- Why were Shackleton and his crew so dependent on seal meat to survive? (*Inferential*)
- Why is Molly Craig's and her sisters' journey regarded as one of the most courageous feats of endurance in Australian history? (*Applied Knowledge*)

Follow-up activities

- Have students imagine they are Amelia Earhart, flying across the Atlantic Ocean. Have them write her thoughts from the time the ice begins to build up on the wings of her plane until the time she lands safely in the soggy field in Northern Ireland.
- Have students choose one of the voyages in the book and write their own Information Report about it, researching to add further information.

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