

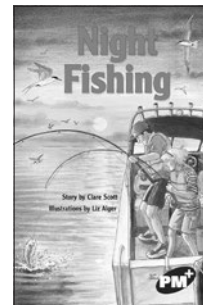
Night Fishing

PM Level 29

Sapphire

Text Type Narrative

Running Words 2122



Preparing for Guided Reading

Orientation to the Text

- Nat and her father are excited about their night-fishing trip on the *Markita*. Dad always makes sure they have the correct safety equipment. An accident on board leaves Dad unconscious, and Nat finds herself alone in the middle of the sea. Putting into practice her safety training, she contacts the Coastguard and helps them to rescue her and her father.

Prior Knowledge

- Discuss how important safety would be in a dinghy, a kayak, a yacht, a cruiser and a cargo ship. Discuss how important safety would be: out at sea, on a creek, in a dam and on a river.

Building the Balanced Reader

Grammatical Conventions

- Explain how authors use personification (giving human characteristics to non-humans) to describe things. Ask students to search the text and identify examples, e.g. *Sparkles danced on the rippling water*, p. 6; *tucking itself behind a long cloud bank*, p. 17.
- Ask students to find strong action verbs that help the reader to visualise the scene. Explain that these verbs can tell us: how people experience things (*touching, observing*); how people feel (*fearing, enjoying*); how people understand (*knowing, believing*); how something has been said (*yelled, shouted*); or about physical actions (*running, smiling*).

Vocabulary

Key vocabulary

accounted, antics, churning, commanded, desperately, dispatched, en route, fringed, launches, marina, misjudged, mooring, muted, paramedic, pinpoints, prediction, punctuated, reassure, released, respect, response, secured, starboard, surged, transfixed, unconscious, unison, unresponsive, vicinity

Spelling

- Direct students to search for prefixes in the text. Have them consider the meaning of these prefixes by removing them and adding them back on to the base word, e.g. *unresponsive, transfixed*.

Visual Literacy

- Note the mood of the illustrations changes from peaceful to stressful as the drama unfolds in the text. Explain how this technique assists the development of tension in the story.

Focusing on the Story – Guided Reading

- Ask students to silently read to the end of p. 13 after setting the focus questions:
What is the most important advice Dad gives Nat? Why?
What does Nat appear to be focusing on during the trip? What is her father focusing on?
Which experiences can Nat have while boating, that she couldn't have in another setting?
- Encourage students to create a pencil sketch of one of the scenes in the book. They should cross-check the text to ensure they have included each of the elements described.
- Revise the structure of a narrative – orientation, complication and resolution. Have students predict the complication in appropriate detail.
- Ask students to read to the end of p. 24 after setting the focus questions:
Which risks does Dad eliminate?
What is Dad's rule about fishing?
What does Nat mean when she says, night vision?
- Share students' responses to the focus questions, then discuss the following:
What does, The sea makes a great master but a terrible servant mean?
How would you describe the atmosphere as Nat and her father start out?
What does Dad check to ensure a safe outing?
- Share students' responses to the focus questions, then discuss the following: *What is Nat's first reaction when she finds her father? Which first aid steps does Nat implement?*

Comprehension

- What did Dad always check before going out fishing? (*Literal*)
- How does the Coastguard support Nat during her crisis? (*Inferential*)
- What was the most significant decision Nat made during the emergency? (*Applied Knowledge*)

Follow-up Activities

- Ask students to work in groups and prepare a list of safety rules for people who go boating. Include what to do in an emergency.

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Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

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