

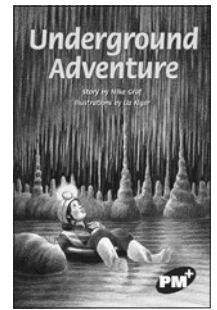
# Underground Adventure

PM Level 29

Sapphire

**Text Type** Narrative

**Running Words** 2129



## Preparing for Guided Reading

### Orientation to the Text

- Nina and her parents are having an adventurous holiday, deep underground in a cave. But Nina gets separated from the tour group and is suddenly alone in the dark. With the help of the lights of thousands of glowworms, she is able to find her way to safety.

### Prior Knowledge

- Ask students not to read the blurb yet. Observe the cover illustration and title. Ask them to share their prior knowledge and experiences of caves.
- Revise the format of a narrative – orientation, complication and resolution. Ask students to develop possible plots, e.g. orientation: a tour group, a group of cave enthusiasts who happen upon a cave; complication: lost in the dark, an accident, trapped.

## Building the Balanced Reader

### Grammatical Conventions

- Note that parts of this text change between events focusing on Nina, and events focusing on Kelly and the other characters. Explain why this occurs.
- Revise the *simile* as a form of figurative language. Locate the simile *like a pinball* on p. 14 and discuss the comparison.
- Draw students' attention to homonyms that can be used as nouns or verbs, e.g. *guide*, *group*, *rain*, *float*. Revise the difference between nouns (items) and verbs (actions).

### Vocabulary

#### Key Vocabulary

*bioluminescence, caverns, chamber, chute, constellations, formations, helictites, hollered, instinctively, larvae, reassured, reflection, stalactites, stalagmites*

### Spelling

- Locate the origin and meaning of the prefix *bio-*. Make a list of other familiar words that use this prefix.
- Locate the homophones *chute* and *current*. Write another word for each, that sounds the same but is spelt differently. List other common homophones.

### Visual Literacy

- Locate words in the text written in capital letters. What do these words represent? Revise the term *onomatopoeia* and find examples on pp. 7, 12, 19 and 23.

### Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 15 after setting the focus questions:  
*What is the purpose of Nina's family trip to the cave?*  
*What caused the cave constellation?*
- Encourage students to make a list of questions that they would like to ask the tour guides Kelly and Rick.
- Ask students if they have ever been lost. Discuss good strategies in such a situation, e.g. go back to the last place where you were with an adult.
- Ask students to read to the end of p. 25 after setting the focus questions: *How did Nina become separated from the group? How did the guides reassure Nina's parents?*
- Share students' responses to the focus questions, then discuss the following: *How would you describe Nina's character? What clues does the author give you? How do we know that this caving experience has had a real impact on Nina?*
- Ask students to consider what impact the non-fiction information about caves has on the text. Does it make the text more realistic?
- Consider the way that authors develop characters in short stories, when they need to be economical with their words. Ask students to make statements about the characters, e.g. Nina is adventurous. How do we know this?

### Comprehension

- What formations can be found in the caves? (*Literal*)
- What safety precautions were taken during the cave experience? (*Inferential*)
- How do Kelly and Rick work together and support each other as a team? (*Applied Knowledge*)

### Follow-up Activities

- Ask students to write a set of instructions that could be given to new guides running cave tours, e.g. *do a head count before moving into each new cave*.

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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.

• \_\_\_\_\_

## 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.

• \_\_\_\_\_

## Guided Reading Notes

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