

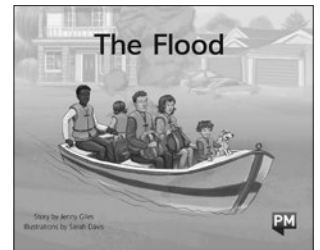
The Flood

PM Level 14

Green

Text Type Narrative

Running Words 235



Preparing for Guided Reading

Orientation to the Text

- Many students will want to talk about their own experiences of floods, from torrential downpours when gutters overflow to more serious adventures.
- Water is a symbol of cleanliness, so the new concept of dirty flood water must be explained. This will help students' understanding on p. 16 when Dad mentions *cleaning up*.

Prior Knowledge

- This is an exciting narrative story in which a family faces a disaster with energy and common sense.
- This is another 'what will happen next?' story that should encourage prediction. 'Reading the pictures' helps students understand the story.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *They all waved, and the boat came putt-putt-putting up to the steps.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

everyone, everything, everywhere, save, their, things, waved

Content Words

clean, downstairs, muddy, playroom, tree-tops

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Compare the two illustrations on pp. 3 and 5, and observe how quickly the water is rising. Let students predict the scenes on pp. 7–8.
- Read p. 10 and talk about the three problems the family mention.
- Ask students,
What might be in Dad's briefcase?
Why have they packed the photo book?
Why does the text say they 'went slowly away past the tree-tops' (look at the final illustration).
- Help students to understand what a flood does to the landscape.
- Study the compound words *everything, everywhere, everyone, outside, onto, into, downstairs, upstairs, playroom.*
- Revise how to use *their* and *there* correctly in sentences.

Comprehension

- Why was the water coming up fast? (*Literal*)
- Why wasn't the water from the tap clean? (*Inferential*)
- Why did they go slowly past the tree-tops in Andy's boat? (*Inferential*)

Follow-up Activities

- Provide opportunities for students to retell this story in a variety of ways.
- Write some rain stories on an umbrella or raindrop shaped paper. Paste these stories onto card and suspend them from an umbrella as a mobile.
- Experiment with water, using different shaped containers. Guide students' experiments. Say, *Make rain that is falling lightly. Make rain that is falling so heavily that you can't go outside. Make a torrent of water that is rushing down a hillside.*
- Make a collage mural of a very rainy day. Ask students to close their eyes and to give you word pictures of the rain. Record these for the mural.
- Introduce students to another area of personal safety. Ask, *What should we do if our house was going to be flooded?* Think about some basic precautionary measures and list them.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

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