

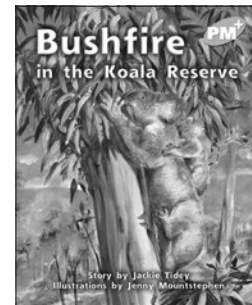
Bushfire in the Koala Reserve

PM Level 22

Gold

Text Type Narrative

Running Words 668



Preparing for Guided Reading

Orientation to the text

- Encourage students to talk about different emergency services. Ask questions that will direct the discussion, e.g. *What is the Flying Doctor Service?*

Prior knowledge

- Australian wildlife is threatened when a burning match, thrown into dry brown grass, suddenly explodes into flames. The plot develops when the Wildlife Rescue Service and firefighters respond to the emergency.

Building the Balanced Reader

Vocabulary

Key vocabulary

narrow, rescue, rise, spread, valley

Content Words

alight, blanket, bushfire, chief, clinging, exploded, koala, match, nestled, reserve, service, stir, undergrowth, wildlife

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations. Talk about the meaning of *Reserve*.
- Notice how comfortably the koalas are nestling in the fork of the branch. Talk about the verbs *nestled* and *rustled*, and how they enhance meaning.
- Discuss selected phrases, e.g. *the grass exploded into flames* and *the flames were jumping*. Expand upon the help the Wildlife Rescue Service provides.
- Discuss the use of *licking* in this context. Ask, *Why is the fire spreading so quickly?*

- Read pp. 8–13 with appropriate expression. Ensure that students understand that koalas sleep during the day and prefer to come down at night. Discuss the meaning of *scooped*.
- Talk about what a change of wind direction means. Reinforce the need for speed in an emergency.
- Use a thesaurus to find synonyms for: *rustled, exploded, crackled, jerked, clinging, burst*.
- Revise prefixes: *above, alight, among; below, began, before; explode; instead; towards*.
- Discuss more difficult letter clusters: *burst, possible, trouble*.

Comprehension

- How did the fire in the Koala reserve start? (*Literal*)
- Why did the mother koala go further up the tree when Chris waved the flag near the koala's face? (*Inferential*)
- Why did Chris scoop the koalas up in a blanket? (*Applied Knowledge*)

Follow-up activities

- Revise fire-safety procedures for home or school. Make appropriate posters.
- Visit a local zoo, national park or wildlife reserve. Demonstrate note-taking techniques prior to the visit. Have students take notes during the visit from verbal information and their own observations. On returning to the classroom, have students build fact sheets about the visit and share their most interesting findings.
- Help students to plan and complete a small research project about an Australian animal. List headings that could be researched, e.g. *Name, Appearance, Food, Habits, Habitat*.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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