

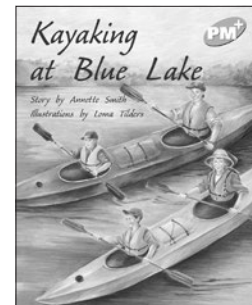
# Kayaking at Blue Lake

PM Level 22

Gold

**Text Type** Narrative

**Running Words** 703



## Preparing for Guided Reading

### Orientation to the text

- Observe pictures and photographs of different watercraft used on rivers, lakes and streams. List the craft and accompanying safety equipment.

### Prior knowledge

- Tim and his family are staying for the weekend at Blue Lake. They enjoy outdoor activities but are always safety conscious. In this story, they are kayaking around the lake to visit friends when they see a capsized kayak.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*anxiously, extra, firmly, glistened, meantime, relieved, strongest*

#### Content Words

*beeping, board, capsized, course, jetty, kayaks, lunchtime, overturned, pressed, rescuing, shore, squinting*

### 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

- Study the cover illustration and read the title together. Predict what may happen in the story.
- Discuss Jeff's reasons for saying, *I don't think I can paddle that far!* Notice that the kayaks are double. Reinforce the need to wear a life jacket.
- Discuss why the boy should not have gone out alone. Remind students that accidents can happen very quickly! Point out that Mum's bag had been stowed in the kayak. Ask students to predict why she took it out when she went with Dad to rescue the boy (for safety reasons, in order to make the kayak lighter).

- Discuss the need to keep calm in an emergency. Observe how Mum and Dad lean in different directions. Why is this? Discuss the meaning of relieved. Talk about why lying the boy across the kayak between Mum and Dad was the safest position for him to be in.
- Invite students to explain how a mobile phone works. Discuss the number to call in an emergency.
- Discuss how differently this story might have ended if Tim's parents had not known what to do in this type of emergency.
- Discuss the meaning of these compound words: *weekend, headland, sunlight, overturned, meantime, lunchtime*. Find them in a dictionary.
- Revise more difficult blends, e.g. *squinting*. Make a list of other words that contain this blend.
- Revise homonyms: *there, their; right, write*. Ask students to use each word in a sentence to show its correct meaning.
- Revise the use of possessive apostrophes. Use examples from the book, e.g. *their friends' boat, boy's arm, Tim's parents*.

### Comprehension

- What did the boy in the kayak do to signal for help? (*Literal*)
- Why did mum speak to the boy quietly? (*Inferential*)
- How did the life jacket help the boy when his kayak capsized? (*Applied Knowledge*)

### Follow-up activities

- Write recounts of the rescue. Discuss the features of a factual recount. Ask students to begin by giving details of when, who, where and what.
- Make posters or charts featuring rules for water-rescue situations.
- Have a class discussion on the dangers and the positive aspects of being near a river. List words that reflect the discussion. In pairs, have students make a wordfind featuring the words listed. Pairs could then swap and complete each other's wordfinds.
- Ensure students know the phone number to call in an emergency. Role play situations where they need to make an emergency call. Encourage them to speak clearly and calmly and report accurate details.

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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