

The Rescue

PM Level 12

Green

Text Type Narrative

Running Words 95



Preparing for Guided Reading

Orientation to the Text

- Re-read *Fire! Fire!* (PM level 8). Discuss the work of rescue helicopters. Record some of students' ideas on a chart for them to illustrate later.

Prior Knowledge

- Discuss with students the equipment operated by rescue crews.
- List events that might occur where people need to be rescued. Decide which rescue vehicle would be most suitable to perform each rescue.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *The helicopter flew round and came back.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

along, called, flew, round, save, won't

Content Words

crashing, family, fisherman, flew, pilot, rescue, rescuing, surfers

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- 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 ... ?*

Focusing on the Book – Guided Reading

- Study the book cover illustration and the title page. Write the word *rescue* in both upper and lower case letters for students to notice the similarities and differences.
- On pp. 2–5 look at the illustrations and read the text together. Talk about the wind, the size of the waves and the incoming tide. Discuss the perilous position of the fisherman who is already cut off from the shore by the large waves.
- Look at the illustration and read the text on pp. 8–9 together. When reading the text in speech bubbles encourage crisis voices and avoid flat tones. Predict what the Lee family could do to alert the rescue helicopter to the fisherman's plight.
- On p. 12 discuss why the pilot didn't see the fisherman.
- Look at and read p. 14 together. Ask students, *What would have made the pilot aware that there was a problem?*
- Study the illustration on p. 15 together. Rescue helicopters are required to have an additional attendant besides the pilot and co-pilot. It is this additional attendant who has come down from the helicopter to assist the fisherman.
- Ensure students can confidently read the change of text style that includes speech bubbles.
- Reinforce scanning across words for digraphs – *beach, crash, fish.*
- Clap the syllables in *hel-i-cop-ter, fish-er-man, res-cu-ing.*

Comprehension

- What was the man doing on the rocks? (*Literal*)
- Why did the man call out to the Lee family? (*Inferential*)
- Why did the family draw an arrow after the word *HELP*? (*Inferential*)

Follow-up Activities

- Talk about the role of the helicopter in *Fire! Fire!* and *The Rescue*. List other rescue situations where a helicopter would be important.
- Prepare questions and write emails to a variety of rescue services to gather information about how they are involved in rescue work, e.g. police, fire department, ambulance services and air ambulance helicopter. Have students read the emails or letters received and highlight with a felt pen the important facts to be written on a chart.

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Learning Intentions

- We are learning to recognise how authors and illustrators use/change organisation and layout to engage the reader.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can identify that speech bubbles are a change in text style, and apply it by using character voices.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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