

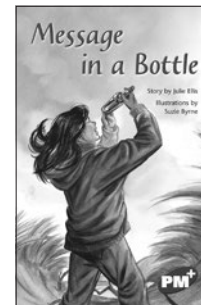
# Message in a Bottle

PM Level 27

Ruby

**Text Type** Narrative

**Running Words** 2572



## Preparing for Guided Reading

### Orientation to the text

- When walking on the beach one day, Emily finds a bottle with a message in it from a girl named Fiona. There is no address on the note, and Emily and her classmates set out to track down Fiona, using the internet. They find Fiona, and when she and Emily become pen pals over the internet, they discover they have a lot in common. They also arrange for other students in their classes to become pen pals.

### Prior knowledge

- Discuss why someone might send a message in a bottle. How reliable is this form of communication?

## Building the Balanced Reader

### Grammatical conventions

- Ask students to search for examples of where the author infers feelings and emotions. They will need to 'read between the lines', considering actions and thoughts, e.g. p. 7: "Great idea, Mum!" said Emily. "I'll take it tomorrow!" (eagerness).
- Look at the use of conjunctions to connect ideas and blend sentences. Make a chart of the conjunctions used (*when, which, and, but, as*). Consider what the text would sound like if it were broken entirely into shorter sentences. Discuss how some conjunctions are used at the beginning of a sentence (*when, as*) and others are used in the middle.

### Vocabulary

#### Key vocabulary

*arrangements, communicate, driftwood, Epilogue, frustrated, intrigued, introduced, launched, memories, mysterious, regularly, response, scanned, speechless, squirming*

### Spelling

- Discuss the *-que* ending of the word *Epilogue*. Locate the origin of this word and list other examples that have this letter combination.
- Locate words that make antonyms by adding a prefix or suffix, e.g. *uncovered, speechless*.

### Visual Literacy

- Note the date is included on each email. Use this information to draw a time line of the events that took place on the story.

### Focusing on the story – guided reading

- Ask students to read to the end of p. 13 after setting the focus questions: *Why does Emily choose to visit the beach? What are the steps that Emily takes to trace the author of the letter?*
- Make some predictions about the message that Emily sent in a bottle.
- Ask students to silently read to the end of p. 24 after setting the focus questions:  
*In what ways is Emily's Internet search successful? What does Emily hope to get out of her relationship with Fiona?*
- Ask students to suggest other ways Emily could have found Fiona.
- Share students' responses to the focus questions, then discuss the following:  
*What might happen to the message Emily sent in a bottle?*  
*Emily is hoping for a pen pal who will be able to sympathise or empathise with her over her loss of Patch. What is sympathy? What is empathy?*
- Discuss the following:  
*Should Emily reply to Mrs Greene's message? Why? Why does Mrs Brooker decide to contact Fiona's teacher?*
- Ask students to consider the questions that the girls pose in their emails. Are they open questions that require a longer response?

### Comprehension

- What intrigues Emily about the bottle she finds on the beach? (*Literal*)
- What makes Emily and Fiona ideal penpals? (*Inferential*)
- Why would Fiona's mother have rung Emily's mother to discuss a new pup? (*Applied Knowledge*)

### Follow-up activities

- Talk about the importance of naming pets. Discuss how people decide on a suitable name for their pet. List some names you have heard of that are amusing or strange.

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## Learning Intentions

- We are learning to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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