

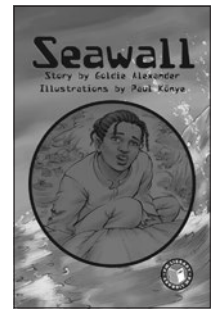
Seawall

PM Level 27

Ruby

Text Type Narrative

Running Words 2010



Preparing for Guided Reading

Orientation to the text

- It's 2165, six years after the flooding of the valley where Dana lives. A huge seawall was built to protect their home. Dana's mother must leave overnight to sell vegetables at the market but, so that Dana won't be alone, she tells her she must keep their dog Silas with her at all times. Dana is angry about this as she says Silas is old and a nuisance. When she's out, she yells at Silas to go home. Then, while climbing on the seawall, Dana discovers a hole! Suddenly she needs Silas' help.

Prior knowledge

- Look at the cover. Discuss and list what students think a *seawall* could be used for.
- Discuss the concept of *global warming* and the effect it has on sea levels and world weather patterns.

Building the Balanced Reader

Grammatical conventions

- List the personal pronouns used in this text, e.g. *she*, *her*. Use this information to decide if the author has used first, second or third person.
- Identify compound words used in the text, e.g. *waterproofing*, *homework*, *greenhouse*.
- Discuss the words *unplugged* and *replugged*. Discuss the meaning of each in the context of this story.
- Locate similes used to liken one object with another, e.g. *like she was at the top of the world*; *like a well-fed cat playing with a mouse*; *like a giant lamp*.
- Discuss the words *thump*, *thump*, as an example of onomatopoeia.

Vocabulary

Key vocabulary

clambered, collapsed, complained, constant, crumbling, enthusiastically, fluttered, glimpse, haunches, hover, impatiently, menacing, merely, neglect, overwhelmed, plunged, raspy, reckless, serpent, swampy, threat, tightened, vacations, vanished, viewcom

Spelling

- Discuss making antonyms by adding the suffix *-less*, e.g. *endless, reckless, treeless*.

Visual Literacy

- Discuss elements of the illustrations that indicate this text is set in the future.
- Look at the illustration on p. 17. Discuss the danger Dana faces and why.

Focusing on the story – guided reading

- Turn to pp. 4 and 5 and ask students to read silently. What futuristic words are contained within the text?
- Discuss and explain the structure of a *narrative*, e.g. orientation, complication, resolution. Discuss the concept of *science fiction*.
- Direct children to read independently up to p. 17, then ask,
In what year did the oceans flood the land?
Why did Dana and her mother live so close to the seawall?
What were their roles within the community?
What is the significance of the vegetables they grew?
- Read the events of pp. 18 and 19, pointing out the use of *personal pronouns*. Re-read it using Dana's name. Why do we use personal pronouns? What is the effect here?
- Discuss these questions: 'Why did Dana and her mother stay in such a dangerous place when other people had moved inland?' 'What seabirds are mentioned on p. 15? What has happened to them?'

Comprehension

- What did Dana's mother advise her to do if there were any problems? (*Literal*)
- Why would Dana's house have been built on concrete poles? (*Inferential*)
- What effect would turning on the waterproof controls on Dana's coverall have? (*Applied Knowledge*)

Follow-up activities

- Ask students to make a list of features from this text that are 'futuristic' and don't really occur in today's world.
- In pairs, ask students to discuss why Silas didn't want to fetch the stick Dana threw for him. Although he was old, talk about why he was still loyal and faithful to Dana.

Learning Intentions

- We are learning to understand a range of themes that we encounter in everyday life, and understand the impact of stereotyping in our society.
- 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 themes in the text that we encounter in our lives, and can understand how stereotyping affects the way people think and behave.
- 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