

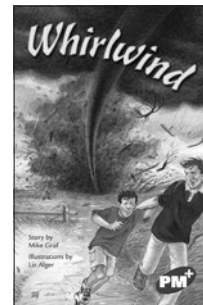
Whirlwind

PM Level 27

Ruby

Text Type Narrative / Recount

Running Words 2685



Preparing for Guided Reading

Orientation to the text

- Matt and Dad are flying Matt's kite, *Whirlwind*, on a windy day. Matt's Dad is a storm chaser for the Weather Service, and he tells Matt about the best storm he ever saw. Suddenly, a storm blows up, and a twister appears. Matt and Dad run for shelter, watching the twister from the safety of a tunnel.

Prior knowledge

- Have students brainstorm possible complications that an author could incorporate into a narrative involving weather and wind.

Building the Balanced Reader

Grammatical conventions

- Draw students' attention to the use of nouns and proper nouns. Discuss why some have capitals and why some don't, e.g. the name of the town and the name of the season.
- Discuss the author's use of comparatives and superlatives (*high*, *higher* and *highest*). Explain how these show the degree of the action. Search the text for further examples.
- Explain to students how authors use personification (giving human qualities to things that aren't human) to make writing more descriptive. Ask them to search the text for examples of personification. Have them explain how each item has been 'personified'.

Vocabulary

Key vocabulary

bluff, carousel, corkscrew, dazzling, decorated, eerily, fascination, glanced, hailstones, hollered, instinctively, lengthening, pelted, pummelled, radar, ravaged, reel, reflected, rotated, rustled, scrambled, scrunched, secure, shielded, thrashing, threaded, tornadoes, twister, unrolled, veils, vibrated, whipped, yanked

Spelling

- Locate words in the text where *ie* makes the long *e* sound, e.g. *shielded*, *believe*. Ask students to suggest other words that have the same letter and sound pattern.
- Identify words from the text that have silent letters, e.g. *rustled*, *fascination*. Make groups of words with the same silent letter.

Visual Literacy

- Note the use of italic font to distinguish between the narrative and recount text types.

Focusing on the story – guided reading

- Ask students to read to the end of p. 12 after setting the focus questions:
What is Matt's dream?
Are Matt and his father experienced kite-flyers?
Explain.
Give three reasons why Matt and his Dad are kite-flying on this day.
- P. 13 starts with Matt's father's recount. Discuss the features of a recount, e.g. who, what, where, when and why, and the use of personal pronouns, e.g. *I*, *we*, *he*, *she*.
- Ask students to silently read to the end of p. 22 after setting the focus questions: *Why are some parts of the story written in italics? Why does Matt initially ignore the rain?*
- Share students' responses to the focus questions, then discuss the following:
What evidence is there that the weather is beginning to turn?
How accurate is weather forecasting? Use an example from the text to explain.
Kite-flying can be difficult. Do you agree or disagree? Explain.
- Share students' responses to the focus questions, then discuss the following: *What clues did Matt's Dad use to identify the twister? When did Matt's Dad realise that they might be in danger?*
- Discuss how authors often research a topic before writing a narrative, so they can make the story more realistic. Ask students to identify weather facts that appear in the text.

Comprehension

- What do storm-chasers do? (*Literal*)
- Why does Matt's Dad prevent him from taking *Whirlwind* with them? (*Inferential*)
- Why does Matt's Dad choose a tunnel for shelter? (*Applied Knowledge*)

Follow-up activities

- Research different types of storms, e.g. hailstorms, thunder storms, snowstorms. Make a list of features that show similarities and differences between various storm types.

Whirlwind

Date _____

PM Level 27

Ruby

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