

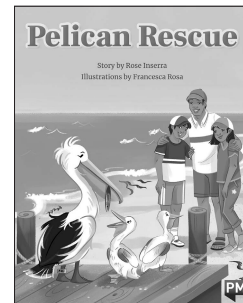
# Pelican Rescue

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 1480



## Preparing for Guided Reading

### Prior Knowledge

- Familiarise students with the concept of animal rescue organisations, and the work that they do to help sick and injured animals.
- Students should be familiar with the basic structure of a narrative, in terms of the orientation, complication and resolution.

### Orientation to the Text

- When Holly and Blake visit their dad at the beach, they are shocked by how much rubbish they see. They are even more surprised when a lump of rubbish starts moving! After meeting the seabird rescue team and helping an injured pelican caught in fishing line, Blake and Holly decide they must take action to keep the beach clean.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

council, healthy, injured, pelican, plastic, rescue, rubbish, seabird, seaweed

#### Content Words

approached, centre, container, pouch, stitches, tangled, waterways, website

### Decoding

- Look for the 'ch' sound together in words such as *pouches* and *stitches*. Ask, *What other words do you know with the same letter-sound patterns?*
- Draw students' attention to words that are easily confused with others. For example, *quiet* is often confused with *quite*. Discuss how students can make sure they are reading the word correctly.
- Point out the connection between the words *healed* and *healthy* on page 22. Ask, *What is the base of these words? How does that link with what they mean?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Who can you see on the cover? How does the picture connect with the title?*
- Talk about cause and effect with students and how this helps to make sense of events in a narrative. Read pages 2–4 together. Ask, *What caused Holly to stop running? What was the effect?*
- Continue to page 5 and instruct students to practise reading the page with expression.

Ask, *How do you change the way you read when you see a question mark? What about an exclamation mark?*

- Read to page 8. Ask, *What caused the fisherman to call the seabird rescue team? How do you think this will affect the pelican?*
- Continue to page 13. Ask, *Which words on this page help you to know what kind of expression to use?* Practise reading the direct speech with students so that it sounds natural and matches what is happening in the story.
- Continue to page 19. Ask, *What caused Holly, Blake and Dad to go to the beach and clean up? How did their actions affect what happened next?*
- Instruct students to practise reading the dialogue on pages 20–21 with expression. Ask, *How did you know what kind of expression to use?* Talk about punctuation and key words, such as *excited*.
- Read to the end of the story. Ask, *What caused the seabird rescue team to let Pelly go? What effect did their work have?*

### Comprehension

- How did Cathy and Lisa know that Pelly had been injured before? (*Literal*)
- Why do pelicans hang around places where people are fishing? (*Inferential*)
- What sort of person would make a good seabird rescuer? (*Applied Knowledge*)

### Follow-up Activities

- Make a word web or matrix for the base 'sea'. Ask students to find words in the book with this base, such as *seabird* and *seaweed*, and encourage them to add other words they know, such as *'overseas'* and *'seasick'*. Discuss how the meaning of each word is related to the base. Present other words that have 'sea' in them that do not belong to the same family. For example, *'seamless'* and *'seat'* are not connected by the meaning of the base.
- With students, find out more about pelicans, including what they look like and what they eat. Ask students to draw a diagram of a pelican and label the important features. Students should then write a few sentences to describe the main characteristics of pelicans.
- In small groups, ask students to choose an event from the text to act out. Instruct students to focus on using appropriate expression and body language for the character that they represent. Allow time for students to perform their short plays for each other.

# Pelican Rescue

Date \_\_\_\_\_

PM Level 24

Silver

## Learning Intentions

- We are learning to identify causes and effects.
- We are learning to read with expression.

• \_\_\_\_\_

## Success Criteria

- I can explain why events in the story happened and what effect they had.
- I can use punctuation and the content of what I am reading to make my voice sound interesting as I read.

• \_\_\_\_\_

## Guided Reading Notes

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