

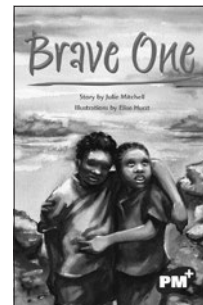
Brave One

PM Level 30

Sapphire

Text Type Narrative

Running Words 2752



Preparing for Guided Reading

Orientation to the Text

- Pili is tired of her brother Kiondo bragging that boys are tougher than girls. But when the monsoon rains cause a flood that sweeps away Kiondo, Pili rescues him, and helps to save the other villagers by guiding them to a cave in the hills.

Prior Knowledge

- Explain that this story is set in south-western Tanzania. Use an atlas to locate Tanzania and use mapping conventions to find out about its terrain and climate.
- Consider the author's theme: Pili's brother, Kiondo, thinks boys are tougher than girls, which makes Pili angry. Discuss whether this theme could be set anywhere in the world.

Building the Balanced Reader

Grammatical Conventions

- Distinguish between hyphens and dashes in the text. Ask students to scan the text to find hyphenated words. Note that dashes are used to add parts of sentences.
- Locate examples of semicolons that create a pause in the sentence, but also serve to link information, e.g. *Swiftly, the current moved him toward it then he was reaching for it, and by a miracle, his fingers found it.*

Vocabulary

Key Vocabulary

abundant, admiration, antiseptic, attitude, burden, cassava, conscious, descended, determined, disinfected, flared, instinct, memorised, monsoonal, plateau, plummeted, propelled, recited, refreshing, resented, responsibility, separate, tapioca, torrents, unmistakable, unwary, wrestle

Spelling

- Have students search the text for words that end in *y*. On a chart, complete a word-building activity for these words, e.g. emergency – emergencies. Revise the rule: 'change the *y* to *i* and add *es*'. Find words in the text that follow this rule.

Visual Literacy

- Note that the characters' thoughts are written in italic font, e.g. *I hope Kiondo is out in the cassava field*. Discuss other reasons for italic font in the text, e.g. *The Journey of Athumani*.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 13 after setting the focus questions: *Is it the poem that bothers Pili or is it the way that her brother recites it? Explain. Why is the poem so significant to Kiondo?*
- Encourage students to list the new vocabulary they found during their reading. They can list alternatives, or check the meanings in a dictionary.
- Ask students to read to the end of p. 25 after setting the focus questions:
At what point does Kiondo lose his fight in the water? What does Kiondo notice about the group of rescuers? Why doesn't Kiondo's mother treat his wounds?
- Share students' responses to the focus questions, then discuss the following:
Does Kiondo realise that Pili is upset with him? Actions speak louder than words – can you find examples of this idea in the first two chapters? How would you describe the climate? What time of year do you think it is?
- Share students responses to the focus questions, then discuss the following:
How does the author build suspense during Chapter 3? When does this story take place (past, present, future)? What clues did you draw on?

Comprehension

- What sorts of chores do Pili and Kiondo have? (*Literal*)
- Why do you think Pili takes charge during each crisis? (*Inferential*)
- Why was the fire in the cave mouth so vital? (*Applied Knowledge*)

Follow-up Activities

- Ask students to retell Chapter 3 from Pili's point of view.
- Encourage students to write some more lines of the poem that could follow on from what Kiondo has written about Pili.

Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.

Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.

Guided Reading Notes

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