

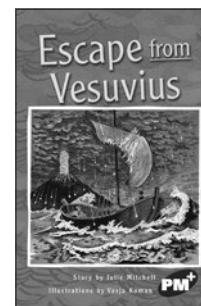
Escape from Vesuvius

PM Level 30

Sapphire

Text Type Narrative / Recount

Running Words 3079



Preparing for Guided Reading

Orientation to the Text

- Marcus is a wealthy young boy living in Pompeii in 79 AD. He writes in his journal of strange things that are happening, such as earth tremors and ash falling from the sky. Then Mount Vesuvius erupts, and he and his family are forced to run for their lives. His journal continues the story of their escape and the aftermath of the eruption.

Prior Knowledge

- Explain that Pompeii is famous because it was buried and preserved by thick layers of volcanic ash and rock. It has been excavated and is a popular tourist attraction.

Building the Balanced Reader

Grammatical Conventions

- Revise the use of the apostrophe of possession. Note this form of punctuation is placed after the owner of the object in both singular and plural forms, e.g. *my father's cargo ship*; *flamingos' tongues*.
- Discuss the role of a colon on p. 11. Explain that a colon indicates that more details will follow what has already been written in a sentence, e.g. *an amazing array of food: flamingos' tongues with fish livers, etc.*

Vocabulary

Key vocabulary

accompanied, adrift, agonised, anchored, approximately, architecture, array, assorted, banquet, brimming, cinders, confidence, concealed, consumed, discern, embraced, entombed, eruption, expanse, inhabitants, irrigation, launched, marzipan, merchant, mosaic, observations, overwhelmed, pier, poisonous, preparation, propelling, reassurance, sanctuary, sealed, skittish, solemnly, solidified, thrushes, treacherous, tremors, tutor, unashamedly, unaware, violently

Spelling

- Locate words from the text ending in *-tion*, e.g. *irrigation, population, preparation*. Note these words are nouns.
- Encourage students to use syllabification to spell multi-syllable words, e.g. *acc/om/pan/ied*; *sol/id/i/fied*; *un/a/sham/ed/ly*.

Visual Literacy

- Discuss information that can be learnt from the pictures that can't be found in the written text.
- Talk about the fonts used in the introduction and the journal. Why are they different?

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 14 after setting the focus questions:
What evidence is there that childhood wasn't as important as it is today?
How do we know people were ignorant about a possible volcanic eruption?
What signs are there of the impending eruption?
- Ask students to read to the end of p. 23 after setting the focus questions:
What was the purpose of Marcus's trip to the Forum?
The people were mistaken about Mount Vesuvius. Why?
What problems did the people of Pompeii face?
- Share students' responses to the focus questions, then discuss the following:
Marcus talks about slaves rather than servants. What is the difference between slaves and servants in this time and setting?
- Share students' responses to the focus questions, then discuss the following:
What precautions did people take prior to the eruption?
What were some of the secondary effects of the tremors?

Comprehension

- What were the initial dangers before Mount Vesuvius erupted? (*Literal*)
- Why was it so important for Marcus's mother to see the effects of the eruption? (*Inferential*)
- What elements of the time and setting are similar to the modern-day world? (*Applied Knowledge*)

Follow-up Activities

- Encourage students to use the pictures and other resource materials to write about the architecture of Pompeii.

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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.

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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.

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Guided Reading Notes

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