

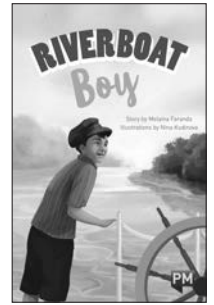
# Riverboat Boy

PM Level 30

Sapphire

**Text Type** Narrative (Imaginative)

**Running Words** 6397



## Preparing for Guided Reading

### Prior knowledge

- Ask students if they have ever travelled on a steam-powered boat, or any other type of boat on a river. If so, did they enjoy this experience enough to want to live on a riverboat?

### Orientation to the text

- Joe lives on a paddle steamer with his parents and younger sisters. As much as he enjoys life on the boat, he yearns for a friend. When he discovers a stowaway on the boat – an orphaned boy his age called Sam – he keeps Sam's presence a secret until the boat hits a snag and is stranded. Joe's parents decide that Sam will have to go back to his orphanage. Over time, Sam proves himself to be a useful crew member and bonds with the family. Joe's parents eventually decide to adopt him.

## Building the Balanced Reader

### Grammatical conventions

- Discuss how adjectives add visual information to many sentences in the book, e.g, *Sometimes, there was the melancholy hoot of an owl over the low, steady drone of crickets and frogs...* (p. 25); *The defiant determination in Sam's tilted chin made Joe decide he was probably right.* (p. 30)

### Vocabulary

#### Key vocabulary

*anticipating, frequent, infectious, makeshift, onboard, orphanage, paddles, pirates, prosperity, prosperous, riverbank, riverboat, settlement, subsequent, tentative, upriver*

### Spelling

- Talk about the word *manoeuvre*, and how it is unusual that it has three successive vowels.

### Visual literacy

- Have students look at the illustration on p. 29 and compare the boys' body language. Do they think Sam is afraid about what is going to happen, now that he has been discovered?

### Focusing on the book – guided reading

- Ask students what they think Chapter 1 tells us about the family's respect for the river, and their awareness of the constant dangers it poses for them. Ask, *Why would it be difficult to keep small children safe on this kind of boat?*
- After reading p. 11, have students explain what Father means when he says, *"School learning is important enough. But the river will be your best teacher."*
- Have students share thoughts about why the family's riverboat was called the *Prosperity*. Do students think the boat has provided prosperity for the family?
- Have students justify Joe's real reasons for not telling his parents about Sam.
- Ask students why they think Polly would also be very happy if Sam was able to stay on the boat in the long term.
- Have students explain what they think is meant by the sentence on p. 55, *As they drew closer to town, a cloud of impending loss infected the boat.*
- What do students think Joe might have said in reply to Sam at the end of the story?

### Comprehension

- What was the name of the family's riverboat? (*Literal*)
- Why was Joe fearless when it came to the river? (*Inferential*)
- How will Sam's life change now that the family has adopted him? (*Applied Knowledge*)

### Follow-up activities

- Have students compare their lives today with Joe's life at the same age over 100 years ago. How would children's lives have been better back then? How would they have been worse?
- Ask students to imagine they are Sam, hiding on the *Prosperity*. Have them write a diary entry about a typical day in their secret life on the boat.

## 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