

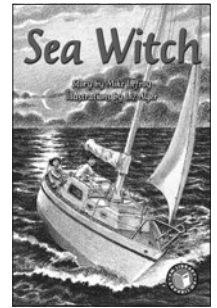
# Sea Witch

PM Level 30

Sapphire

**Text Type** Narrative

**Running Words** 2873



## Preparing for Guided Reading

### Orientation to the text

- It is a perfect evening on the yacht, *Sea Witch*. Twins Kristie and Jeremy play a hand of cards while they wait for their parents to return in the dinghy. That is, until a fishing boat collides with their mooring buoy. Apart from the initial shock of the impact, it appears no damage has been done, and Kristie and Jeremy relax. But they suddenly realise they are adrift at sea. Kristie and Jeremy must use teamwork to hoist the mainsail, wind in the jib and tack to shore. But choppy water and gusty winds push them further from the island!

### Prior knowledge

- Observe the cover illustration, title, contents and labelled picture. Ask students to predict what the story might be about. Why has the author included a labelled diagram of the *Sea Witch*?
- Use the diagram to predict what function each labelled part has.

## Building the Balanced Reader

### Grammatical conventions

- Locate pronouns that indicate the text is written in third person.
- Notice compound words, e.g. *shoreline*, *lighthouse*, *flashlight*.
- A series of three asterisks indicate that the action in the text has switched from the twins on the boat to their concerned parents.

### Vocabulary

#### Key vocabulary

*admiringly, agitated, buoy, confidently, diesel, eternity, exhilarating, heeled, intrepid, navigation, neutral, nimbly, penetrated, quizzically, receding, shuddering, shuffling, skippered, slithered, stammered, swivelled, tack, unconvincingly, urgency, violently, wallowed, wrestle*

### Spelling

- Locate words in the text that have double letters, e.g. *summer, disappear, shuffling*

### Visual Literacy

- Study the labelled diagram on p. 2 before reading the text. This drawing contains specific information that will assist in understanding the events in the main text.
- Discuss the grey colour scheme and ask students to suggest why the author has used this palette.

### Focusing on the story – guided reading

- Ask students to silently read to the end of p. 14, then ask, *Why do you think the twins were alone on the boat? Was the skipper of the fishing boat irresponsible? Why/why not?*
- Encourage students to make a list of the yachting terms used.
- Ask students to silently read pp. 15 to 23, then ask, *What action did Richard and Sophie take when they realised that the yacht wasn't where it should be?*
- Encourage students to write a list of safety requirements for a boat (e.g. life jackets, flares).
- Discuss the following: 'Was the labelled diagram next to the contents page helpful for understanding the story?' 'Was there anything puzzling?' 'Why has the author used three asterisks at the bottom of pp. 13 and 14?' 'Kristie demonstrated greater leadership than Jeremy. Do you agree or disagree? To agree or disagree is to take a stance (side).'
- Ask students to find examples from the text to support their stance.
- Highlight the number of double-letter words (nine) on p. 4.

### Comprehension

- What caused the cards to spill onto the cabin floor? (*Literal*)
- What conditions were working against Jeremy and Kristie? (*Inferential*)
- At what point did the twins think that their situation was a serious one? (*Applied Knowledge*)

### Follow-up activities

- Ask students to select another type of boat and make a sketch. Add labels similar to the drawing on p. 2.
- Locate some information about police and water rescue services. Discuss how these people would have been able to assist Jeremy and Kristie in their predicament.

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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.

• \_\_\_\_\_

## Guided Reading Notes

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