

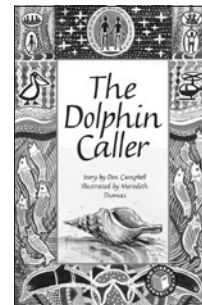
The Dolphin Caller

PM Level 30

Sapphire

Text Type Narrative / Recount

Running Words 2423



Preparing for Guided Reading

Orientation to the text

- Poppy tells Ricky and Joey a story while they are on a fishing trip. Many years ago there were two Aboriginal boys, Manu and Kira, who both wanted the responsibility of blowing the conch shell to call the dolphins to their island. Foolishly the boys struggled over the shell, until Manu drowned! In great despair, Kira screamed for the Mother of the Ocean to return Manu. Suddenly a dolphin burst through the water with Manu on its back. So, the following morning, when Poppy almost drowns, Ricky screams for the Mother of the Ocean to save Poppy – and sees a sight he can hardly believe.

Prior knowledge

- Introduce the saying *A picture tells a thousand words*. Ask students to scan the cover and make predictions about the content of this book.
- Use word associations and symbolism to try and piece together the story (e.g. *helicopter – rescue, search, water; holding hands – leadership, friendship, safety*).
- Discuss the style of artwork on the cover. Do the children know the cultural background of this style of artwork? Explain what a conch shell is used for.

Building the Balanced Reader

Grammatical conventions

- Storytelling traditions and Dreaming stories are passed on from generation to generation.
- Adjectives – positives, comparatives, superlatives.
- Adverbs add meaning to verbs in the text by telling how, when, where or why.
- First and third person: note this text changes from first person, to third person and back again.
- Text features include prologue, chapters and epilogue.

Vocabulary

Key vocabulary

boarded, conch, cubicle, dorsal, elders, erupted, exile, frantically, haunting, hesitated, honour, misfortune, motored, mullet, pleaded, practically, punished, respect, salute, stabilised, unconscious

Spelling

- Locate past tense verbs that end in *-ed*, and those that have an internal change, e.g. *punched, anchored, swam, thought*

Visual Literacy

- What can we interpret from the text and pictures about the lifestyle of Kira and Manu's tribe?
- Discuss the purpose of different fonts used in the body of the text.
- Talk about the Aboriginal artwork used in the text and discuss the techniques used to create it.

Focusing on the story – guided reading

- Read the prologue together first. Discuss what a *prologue* is. Explain that this prologue has been written to provide a different perspective.
- Ask students to silently read to the end of p. 11, then ask, *Why are Ricky and his dad upset? Why do you think Ricky is blaming himself?*
- Discuss what the role of a tribal elder might be and his or her relationship with the tribe.
- Introduce the concept of *rites of passage*. Ask students if they know of any rites of passage for any cultural groups.
- Ask students to silently read to Chapter 3, then ask, *Did Kira intend to kill Manu? Was Kira's punishment harsh?*
- Discuss the following: *What sort of relationship do Ricky and his friend Joey have? What does Ricky admire the most about his Poppy? Why?*
- Draw students' attention to the change of person from third person to first person to third person again. Let them take turns to tell the story so far in the third person.

Comprehension

- What was 'The Caller'? (*Literal*)
- Why did the Aboriginal elders handfeed small fish to the dolphins? (*Inferential*)
- How are Ricky and Joey similar to Kira and Manu? (*Applied Knowledge*)

Follow-up activities

- Locate and read some other traditional Aboriginal stories to students. On completion, ask them to illustrate one of the stories.
- Make an Aboriginal artwork based on the themes and techniques evident in this text.

The Dolphin Caller

Date _____

PM Level 30

Sapphire

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