

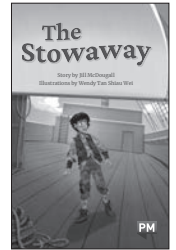
The Stowaway

PM Level 26

Emerald

Text Type Narrative

Running Words 2373



Preparing for Guided Reading

Prior Knowledge

- Show students a world map and discuss where Liverpool in England is in relation to Australia. Talk about how long it took to travel to Australia when the first British colonies were established there, and invite students to suggest what some of the challenges during the journey might have been.

Orientation to the Text

- A series of events causes Joseph to become an accidental stowaway on a ship from England bound for Australia. After a miserable start to his journey, Joseph's fortunes change when he saves the life of the son of a wealthy woman.

Building the Balanced Reader

Grammatical Conventions

- Examine the role of exclamations in the text in adding emotion and emphasis even in shorter sentences and phrases, e.g. *Whew!*; *Trapped!*; *The ship was moving out to sea!*; *'You fool!'* shouted the constable.

Vocabulary

Key Vocabulary

accidental, burly, capable, character, colony, constable, fowls, goldfields, luggage, misery, mutton, opportunity, passenger, quarters, service, steerage, stench, stowaway, trough, voyage

Spelling

- Point out the words *luggage* and *storage* to students. Discuss how the 'age' suffix can be used to turn a verb into a noun, and discuss other words that follow the same spelling pattern, such as 'baggage' and 'passage'.

Visual Literacy

- Encourage students to pay careful attention to the illustrations. Ask, *What details have been included in the pictures to help you understand the environment and the conditions of a time long ago?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *What does the word 'stow' mean? How does this help you work out what a stowaway is?*

- Read to page 4 with students. Ask, *What has the author told us about Joseph? What else do we know from his actions?*
- Point out the word *steerage* on page 13. Ask, *Do you think this word is a noun, verb or adjective? What can you tell about its meaning from what you have read?*
- Continue to page 15. Ask, *What do Crusher's actions tell you about him? How would you describe him?*
- Read to page 21 with students. Ask, *What do you think the gloom and stench of his quarters means? What information in the text could help you to work it out?*
- Continue to page 26. Ask, *How has the author helped us to understand the characters of Joseph and Crusher in this section? What do you think this will mean for the rest of the story?*
- Point out the words *mutton* and *fowls* on page 29. Ask, *What do you think these things are? What clues in the text help you to know?*
- Read to the end of the text. Invite students to tell you how the characters of Joseph and Crusher changed through the narrative. Ask, *What happened to make these changes?*

Comprehension

- Why was Malcolm on the ship's deck when the storm hit? (*Literal*)
- Why do you think the author gave Joseph and Crusher similar backgrounds? (*Inferential*)
- What might have happened to Joseph at the end of the journey if he hadn't saved Malcolm? (*Applied Knowledge*)

Follow-up Activities

- Provide students with further reading or multimedia resources that give real or fictionalised accounts of the journeys and lives of British colonists in Australia. Guide students to identify aspects of *The Stowaway* that portray the era accurately.
- Discuss the strategies that students used to work out the meanings of unfamiliar words from the text and record them on an anchor chart. Have students use the strategies while reading another text.
- Ask students to choose a minor character in the text, such as Malcolm. Students should use the language and events in the text to create a description of their chosen character, including how the reader's knowledge of the character grows or changes as the story progresses.

The Stowaway

Date _____

PM Level 26
Emerald

Learning Intentions

- We are learning to describe characters and how they develop in a story.
- We are learning to identify the meanings of unfamiliar words.

• _____

Success Criteria

- I can use events and vocabulary from the story to describe the main characters.
- I can explain how characters changed through the events in the text.
- I can use the context and my knowledge of words to suggest their meanings.

• _____

Guided Reading Notes

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