

# Washed Away!

PM Level 26

Emerald

**Text Type** Narrative

**Running Words** 1924



## Preparing for Guided Reading

### Orientation to the Text

- The flood waters have reached Nicholas's street and he and his father prepare to evacuate their house in a dinghy. They pack their things and say goodbye to their cat, William. At the last minute, Nicholas can't bear to leave William behind, and tries to put him in the dinghy. But William takes fright, and falls out of the boat and disappears. Nicholas and his father escape to the rescue centre, but Nicholas is worried.

### Prior Knowledge

- Explain that the following words appear in the text: *rescue centre, dinghy, worry, emergency, evacuate, survival*. Students write these words into sentences that might appear in the text. They then share their sentences before reading.

## Building the Balanced Reader

### Grammatical Conventions

- Discuss the use of first person pronouns in the text. Explain that these are used when the characters speak from a personal viewpoint. Locate examples in the text, e.g. *we, us, me, my*
- Locate and discuss examples of cause and effect in the text, e.g. *It's tied to the verandah post so if the flood water comes up quickly, it won't float away.*

### Vocabulary

#### Key vocabulary

*announcer, dinghy, emergency, evacuate, imagining, labour, peered, ruined, sandbags, shovelling, streaks, survival, verandah*

### Spelling

- Have students search for words in the text that have unusual vowel blends (difficult words to spell), e.g. *rescue, shoulder, launch, ruined, evacuate, sausages*. Think of different ways to remember how to spell them, e.g. words that look similar, making up a rhyme, chunking into syllables.
- Have students conduct a word search for words that contain the *ou* vowel blend. Make a list of the words. Have students listen to the sound of the *ou* blend in each word and investigate the variations.

### Visual Literacy

- Look closely at the pictures and assess the damage to the Jacobsens' and Roscoes' homes, and the shops in the main street. What repairs and replacements would need to follow?

### Focusing on the Story – Guided Reading

- Read the title and the blurb together. Ask students to silently read to the end of p. 13 after setting the focus questions:

*How do Nicholas and his father behave before the flood arrives in their street?*

*Why was it risky for Nicholas to take William with them?*

*Why wouldn't Dad stop or go back for William?*

- Encourage students to write a list of the equipment and belongings that they would take if they had to evacuate their home. Remind students that they need to be practical – Nicholas wasn't allowed to take his cat.
- Discuss the following focus questions:
  - What type of people are Mr and Mrs McGregor?*  
*Find an example from the text. Do you know anyone like them?*
  - Dad keeps reassuring Nicholas that things will be all right. How does he do this? Find examples from the text.*
  - True or false? The most important precaution that Nicholas and his father took was putting the television and CD player up high. Find an example from the text to justify your answer, e.g. a picture, quote or action.*
  - There is a saying Many hands make light work. Does the saying apply to this story?*

### Comprehension

- Why were people building a wall out of sandbags? (Literal)
- What are the important elements of a good rescue centre? (Inferential)
- What dangers can follow a flood? (Applied Knowledge)

### Follow-up Activities

- Write a descriptive passage about the damage to Nicholas's home. Compare this with the damage sustained by other homes in the area.

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## Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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