

# River Rafting Fun

PM Level 21

Gold

**Text Type** Narrative

**Running Words** 572



## Preparing for Guided Reading

### Orientation to the text

- Show the children pictures of people river rafting. Discuss safety precautions, i.e. life jackets and helmets, suitable weather conditions, etc.

### Prior knowledge

- This story introduces two families to **PM Plus** who both enjoy the pleasures of outdoor activities. The context will encourage discussion about our freshwater resources and why they should be preserved for everyone's enjoyment.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*although, except, floated, nobody, promise, since*

#### Content Words

*downstream, drifted, fantastic, listening, mask, paddles, paddling, raft, troll, trouble*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations. Introduce the characters.
- Observe the seating arrangements. Talk about how important it is that the raft is evenly balanced.
- Confirm that the two families in the story are friends, and like to do fun things together. Discuss the word *dug* in this context.
- Find the word *drifted* in a dictionary and discuss its meaning. Ensure that students understand the structure of a swing bridge.

- Observe the body language of those in the raft. Talk about the noises that would be heard in this type of environment. Why would a bush be making loud whistles?
- Read pp. 12–15 with appropriate expression. Encourage students to identify similarities and differences between the troll's dialogue in this story with the dialogue in *The Three Billy Goats Gruff*. Ask, *What does the troll mean when she asks for help to keep the river clean?*
- Enjoy the fun ending!
- Revise more difficult letter clusters, e.g. *ready, paddle, trouble, believe*.
- Revise and expand contractions, e.g. *couldn't, won't, mustn't, wasn't*.
- Discuss comparative and superlative adjectives, e.g. *loud, louder, loudest*.
- Revise common prefixes, e.g. *except, excited; believe; enjoy; pretend*.

### Comprehension

- Who were the four people in the boat? (*Literal*)
- Why did Tim's father say they mustn't make any noise as they neared the bridge? (*Inferential*)
- Why did Tim play a trick on Jeff and his dad? (*Applied Knowledge*)

### Follow-up activities

- Re-read *The Three Billy Goats Gruff* (PM level 16). Have students make masks to wear as they present the play to a group of younger students.
- Discuss issues related to the rule, 'Never throw rubbish in a river.' Invite students to make posters promoting the care of our rivers and streams.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.
- \_\_\_\_\_

## Guided Reading Notes

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