

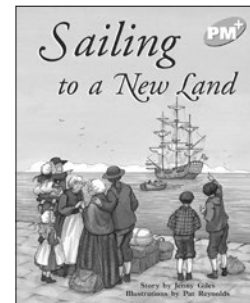
Sailing to a New Land

PM Level 21

Gold

Text Type Narrative

Running Words 613



Preparing for Guided Reading

Orientation to the text

- Re-read the poem 'The Sailing Ship' in *Big Machines At Sea* (PM level 18/19). Study the illustration. Talk about the people in the poem leaving their homeland to sail to an unknown land in search of a new life.

Prior knowledge

- Samuel Clark wished that he could sail away in a sailing ship like his cousin, Edward. However, while his father had work in the village there was no need for his family to travel halfway round the world.

Building the Balanced Reader

Vocabulary

Key vocabulary

amazement, calm, dance, enjoyed, passed, rough, rowing,

Content Words

adventure, bay, belongings, calm, cousin, crowded, lapping, masts, miserable, seasick, tide, welcome, wharf

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 study the cover and title page illustrations. Explain why this is a story with historical facts.
- Discuss the dreams of prosperity held by these people for themselves and their children. Point out that many families and friends knew they might never meet again. Discuss reasons why Samuel's family may not have wanted to go.
- Predict what might happen when Samuel's father can no longer find work. Recall how slowly news travelled at the time of this story.

- Ask, *Why do you think they sailed on the high tide?* Discuss the sentence, *The great adventure was about to begin.* Discuss the cramped conditions on these vessels and why many people were unwell.
- Reinforce reasons for excitement and celebration!
- Discuss the meaning of interesting words: *harbour, distance, lapping.*
- Revise suffixes used to make new words from root words, e.g. *miserable, amazement, wonderful.*
- Discuss the use of prepositions, e.g. *against, during, beside, below.*
- Revise irregular plurals: *family, families.* note other words that change the -t to -i to make plurals, e.g. *baby, babies; city, cities; cherry, cherries.*

Comprehension

- Why was life going to be hard for Samuel's family when his father had no work? (*Literal*)
- Why did everyone have to stay below deck during the storm? (*Inferential*)
- What would Edward want to show Samuel in the new land? (*Applied Knowledge*)

Follow-up activities

- Complete small research projects about pioneers settling in new lands. Discuss where students could find information, e.g. the library, Internet, historical photographs, etc. When the projects have been completed, have students share their work.
- Invite students to make a model of a sailing ship from card, calico, etc.
- Discuss the content of a book review. Talk about the roles of major and minor characters.

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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.

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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.

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Guided Reading Notes

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