

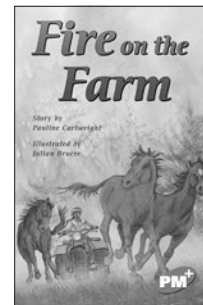
Fire on the Farm

PM Level 25

Emerald

Text Type Narrative

Running Words 2107



Preparing for Guided Reading

Orientation to the Text

- Shannon and Toby are left to look after the farm for a couple of hours while their parents go into town. A long drought has made life on the farm difficult, and they have had to sell the sheep. At least they have been able to keep the horses. Suddenly, Shannon realises she might not have shut the gate to the horses' paddock this morning. Before she can check, a fire breaks out on the farm. Help is on the way, but Shannon wants to rescue the horses. This might be the one time when leaving a gate open on a farm is a good thing!

Prior Knowledge

- Ask students about their experiences and knowledge of fire. Write a chart together that outlines the things you should do in the event of a fire. Discuss how this may vary on a farm.

Building the Balanced Reader

Grammatical Conventions

- Draw students' attention to the use of apostrophes in the text. Highlight the difference between possessive apostrophes and apostrophes used for contractions. Explore 's in *there's* and *it's*.
- Revise or introduce the term *imperative mood*. Explain that this type of language is used to issue commands or instructions. Discuss why the author has used imperative mood in this text.

Vocabulary

Key vocabulary

billowing, binoculars, birches, fierce, frizzled, glanced, guiltily, precious, responsible, restless, sandwiches, scorched, shielded, skittish, spooked, stalks, stammering, survey, urgent

Spelling

- Encourage students to use syllabification to assist in the correct spelling of multi-syllable words, e.g. *bi/noc/u/lar; sand/wich/es; im/port/ant; re/spon/si/ble*.

Visual Literacy

- Note the labelled illustration on pp. 8–9 that helps the reader to understand the layout of the farm and the relative positions of the buildings, animals and events.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p.14 after setting the focus questions:
Are Shannon and Toby used to staying home alone?
Why had Shannon's father sold all of his sheep?
What safety advice does Mrs Campbell give Shannon?
- Encourage students to search for evidence in the text that the house could be in danger, e.g. p. 7:
... the leaves of the birches ... were dropping (fuel for the fire).
- Make predictions about where the plot is going. What further complications may occur? Identify possible resolutions to the problem.
- Ask students to silently read to the end of p. 26 after setting the focus questions:
What instructions/commands does Shannon give Toby?
How do the animals react to the fire?
How is the house saved?
- Make a list of the interesting and unusual strong action verbs that the author has used, e.g. *battling, shying, glancing*.
- Have students read the rest of the book independently after setting the focus questions:
What is the role of the helicopter pilot?
Who is still endangered by the fire when the house is safe?
Why are open gates a farmer's worst nightmare?

Comprehension

- Should Shannon do something about the horses or is it too risky? (*Literal*)
- How long will it take for the neighbours to arrive? (*Literal*)
- What are the strict farm and house rules? (*Literal*)
- Was it appropriate for Toby and Shannon to break these rules? (*Inferential*)
- How much of a risk did Shannon take? (*Inferential*)

Follow-up Activities

- Revise emergency evacuation plans at home or school. Allow students to prepare a poster showing the steps to complete in case of emergency.
- Discuss how people who work in emergency services prepare for a day's work. Discuss what they need to wear, pack, carry or do to be of service to others in the community. What risks do they face?

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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