

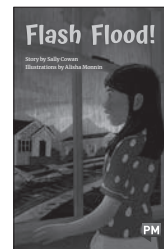
Flash Flood!

PM Level 25

Emerald

Text Type Narrative

Running Words 1912



Preparing for Guided Reading

Prior Knowledge

- Discuss what a flood is and talk about any flooding that has happened in your local area. If appropriate, invite students to share any experiences they have had with heavy rains, or to recall any floods they have seen on the news, being mindful of students' well-being.

Orientation to the Text

- Dani wakes after a night of heavy rains to see the gutters in the street overflowing with water. Although her house is safe, when she learns that houses in the valley have flooded, her first thought is for her friend Zoey.

Building the Balanced Reader

Grammatical Conventions

- Highlight some of the past-tense verbs in the text – *woke, liked, pinged, was, tried*. Discuss with students why the author has mainly used the past tense and compare this with the use of present-tense verbs in passages of direct speech.

Vocabulary

Key Vocabulary

cancelled, climate, coordinator, damaged, dangerous, emergency, extreme, flash, flood, floodwater, forecasters, millimetres, normally, receded, residents, sandbags, serious, services, valley, volunteered, warning

Spelling

- With students, search the text for compound words, such as *floodwaters, hotline, sandbags* and *forecasters*. Discuss how recognising compound words can help to know where to break words, to support spelling and understanding what the word means by looking at the parts.

Visual Literacy

- Ask students to choose an image from the text that gave them a greater understanding of the narrative. Share their thoughts and highlight the importance of reading the visuals as well as the written words.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think the word 'Flash' means in the title? Why might this be important to the story?*

- Read to page 4 with students. Point out the words *liked, rushed* and *grabbed*, and ask, *What tense do these words show us the text is in? Why has the author used past-tense verbs?*
- Continue to page 5. Invite students to share what they know about the concepts of cause and effect. Ask, *What causes flash flooding? What effect do you think the flash flood might have?*
- Invite students to look for examples of cause and effect as they read to page 9. Ask, *What caused Dani to feel sick in her stomach? What effect has the flood had on her street?*
- Look at page 15 with students and ask them to identify the verbs. Ask, *Which verbs on this page are in the past tense? Which are in the present tense? Why has the author used different tenses on the same page?*
- Read to page 18. Ask, *What caused the floodwaters to recede? What effect did this have for Dani and her family?*
- Continue to page 26. Ask, *What other examples of cause and effect have you noticed in this section of the text? How does thinking about the effect of the flood on Zoey's house help you to predict what might happen next in the story?*
- Read to page 31. Ask, *What causes and effects relate to Pom-pom's experiences in the story?*
- Continue to the end of the text. Ask, *What tense does the story end in? Why?*

Comprehension

- Why was Dani worried about her friend Zoey? (*Literal*)
- How would you describe Dani's character? What examples from the text support this? (*Inferential*)
- What roles do emergency services play in disasters such as flash floods? (*Applied Knowledge*)

Follow-up Activities

- In pairs, have students create a timeline of the story, showing the causes and effects of events such as the flash flood and Pom-pom's rescue.
- Using the information in the text, ask students to make a poster or multi-media presentation showing what to do and what not to do in the case of a flood. Share and display their completed work.

Flash Flood!

PM Level 25
Emerald

Date _____

Learning Intentions

- We are learning to understand causes and effects.
- We are learning how the past tense is formed and used in narrative texts.
- _____

Success Criteria

- I can explain why events in the story happened and what effect they had.
- I can identify past-tense verbs in the text and relate them to their bases.
- I can compare the use of past- and present-tense verbs in the text.
- _____

Guided Reading Notes

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