

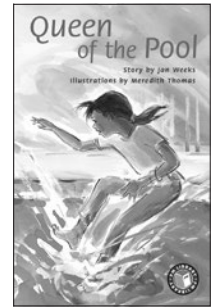
Queen of the Pool

PM Level 25

Emerald

Text Type Narrative

Running Words 1192



Preparing for Guided Reading

Orientation to the text

- Selena's family moves to a new home with a pool, but Selena is frightened of swimming. Her best friend Ellie has a baby sister, Jade. All the children enjoy the pool, but Selena won't go in. One day, Selena's family is babysitting Jade outside. Selena's mum goes inside and Danny follows her, leaving the pool gate open. Selena should be watching Jade but she falls asleep and wakes up to find that Jade has fallen into the pool. Selena rescues the baby and decides to learn how to swim. She learns new skills and feels very pleased that she is no longer afraid of the water.

Prior knowledge

- Ask students to make a list of reasons why everyone should learn to swim.
- Look at the cover illustration and read the title. Flick through the book and draw students' attention to the illustrations. Read the chapter titles on the contents page and encourage students to predict what the story might be about.

Building the Balanced Reader

Grammatical conventions

- Introduce the term *realistic fiction* and explain what this means. Discuss and compare the features of realistic fiction with those of fantasy.
- Draw students' attention to direct speech that is written in present tense, even though the rest of the text is in past tense. Discuss the reasons for this.
- Ask students to skim the text and locate verbs that are written in the past or present tense. This could be the basis of a word study session.

Vocabulary

Key vocabulary

accident, bothered, carnival, cradled, encourage, hero, promotion, refused, relieved, rescue, spluttering, straight, stretched, transferred, victims

Spelling

- Locate words in the text that double the final consonant of the root word to add a suffix, e.g. *swimming, running, grabbed, forgotten, begged, sitting*. Revise the rule that applies to these words.
- Use the prefix *trans-* to make and write new words, e.g. *transport, transaction*

Visual Literacy

- Discuss the illustrator's use of colour to create vivid images that support the text.
- Study the vignette at the beginning of each chapter. Note that this small illustration matches with the opening text of the new chapter.

Focusing on the story – guided reading

- Read aloud pp. 4–5 to students and ask them to identify the key information.
- Have students silently read Chapter 1. Ask, *How did Selena feel about swimming? Why does she feel this way? Who has Selena met and how does she interact with them?*
- Read the title of Chapter 3 and discuss its meaning.
- Read aloud pp. 16–17 while students track the text. Ask them to predict what might happen next.
- Direct students to read silently to the end of Chapter 4. Then ask, *What did Selena do to become a hero? What was the sequence of events that led to Selena's actions?*
- First share students' responses to these questions and then discuss the following: *What do you now think will happen in the story? What do you think of Selena's parents' approach to her fear of swimming?*
- Ask students if they think Selena should have the 'Hero' label and why? Discuss the safety measures the family put in place to prevent another accident.

Comprehension

- Why didn't Selena want to learn to swim? (*Literal*)
- Who do you think was responsible for the accident? Why? (*Inferential*)
- Why do you think the author chose this topic to write about? (*Applied Knowledge*)

Follow-up activities

- This story is an example of realistic fiction. Ask students to identify sections of the text that are realistic.
- Ask students to retell occasions when something happened that frightened them, and they no longer want to participate in similar activities. Relate their experiences to this text.

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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