

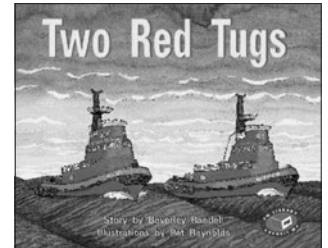
Two Red Tugs

PM Level 20

Purple

Text Type Narrative

Running Words 554



Preparing for Guided Reading

Orientation to the text

- Use the cover illustration to explain tug design — a high superstructure for good visibility, tyre or rope fenders that won't damage paintwork and strong hulls.

Prior knowledge

- The paragraph on the inside front cover explains the inspiration for this story. Large ships need a lot of room to manoeuvre and the work of tugs is essential in all harbours. Modern tugs have very high-powered propellers (Voith-Schneider) that can thrust them in any direction, quickly.

Building the Balanced Reader

Vocabulary

Key vocabulary

alongside, huge, pump, speed, tugs

Content Words

aground, chance, container, fenders, foghorns, gurgling, harbour, radio, safety, sending, sinking, snapped, stormy, tide, wharf, winch, wire

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.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Have students read the verse on the title page aloud and practise saying 'Trusty' and 'Keeper'.
- Before reading, study the six illustrations on pp. 2–5 to build an understanding of the job of a tug. Have students suggest accompanying vocabulary, e.g. *container ship, tanker, liner* and so on. Note when the tugs are pulling, pushing or turning the ships.

- In a standard Mayday call, Mayday is repeated three times. Record the following nautical terms on a chart and discuss their meaning — 'ran aground', 'full speed ahead', 'the harbour', 'through the heads' and 'the open sea'.
- Ensure that students know the purpose of a winch and why the tugs used wire rope.
- Explain how the water might lift the *Seaway* off the rocks at high tide. Discuss the function of a pump.
- Point out the smaller waves inside the harbour in the illustration on pp. 14–15.
- Explain that tugs often do a double duty as firefighters. Note their powerful fire hoses as they give a triumphant victory salute after the rescue.
- Note the use of italic font for the names of the boats, e.g. *Trusty, Keeper, Seaway*
- Identify nouns that have two adjectives, e.g. *two red tugs, large container ship, long wire rope*

Comprehension

- What types of ships did the two red tugs help? (*Literal*)
- Why did the *Seaway* call "Mayday!"? (*Inferential*)
- Why did the tugs have to work very quickly? (*Inferential*)

Follow-up activities

- Ask students to locate another word that has a similar meaning to these words in the text, e.g. *strong, thump, enormous, chance, gurgling, carefully, sending*
- Imagine you are the captain of the *Seaway*. Write a letter to the two red tugs thanking them for their help.

Two Red Tugs

Date _____

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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, and to integrate reading skills and strategies to derive greater meaning from the text.
- _____

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, and use various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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