

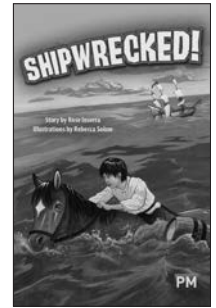
Shipwrecked!

PM Level 28

Ruby

Text Type Narrative (Imaginative)

Running Words 4431



Preparing for Guided Reading

Prior knowledge

- Have students share what they know about the conditions on convict ships that sailed to Australia. What do they think it would have been like for children on these ships?

Orientation to the text

- In this book, a young convict, John, is sailing to a new convict settlement. He has been put to work tending to the animals on the ship. When the ship strikes a reef, John takes it upon himself to rescue all of the animals on board. His gallant efforts are recognised by the captain, who gives him the job of animal keeper when they all reach land safely.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of onomatopoeia in the story, e.g. *clink clink*; *gobble gobble*. Have students share thoughts about how this adds to the sensory richness of the text.

Vocabulary

Key vocabulary

approaching, cabin, chimney, convicts, deck, determined, lifeboats, marine, mission, overcrowded, passengers, quartermaster, rations, settlement, squawking, untethered

Spelling

- Revise words with *-er* endings, such as *warmer, better, bigger, longer*. Talk about what this ending does to these words, i.e. makes them good for comparing one thing to another.

Visual literacy

- Have students look at the illustration on pp. 30–31 and offer thoughts as to what the convicts' body language tells us about how they feel in the situation.
- Direct students to look at the illustration on p. 39 and share thoughts about the reasons for each of these types of animals being on the ship.

Focusing on the book – guided reading

- Have students share thoughts about what the living conditions must have been like below deck. Why would they have been particularly unhealthy for children?
- Ask students why they think the animals on board were so precious. What would be some of the consequences for the settlers if the animals did not survive the journey?
- Discuss the calming effect that the presence of the goat has on the horse, Star. Are students surprised that the captain listens to John's explanation of this, and takes him seriously?
- Ask students how long they think the ship would stay afloat after hitting the reef. Do they think it has any chance of reaching the shore in one piece?
- After reading p. 45, have students offer thoughts about the kind of person John is. Are they impressed with his generosity, particularly the fact that when he is promised extra rations, his first thought is that he will be able to share them with the mother cat?
- Have students imagine how John's life will turn out after the ending of the story, keeping in mind that he still has another seven years to serve as a convict.

Comprehension

- How did John know so much about animals? (*Literal*)
- Why did the convicts have to wear chains on board the ship? (*Inferential*)
- Why were convicts as young as John transported so far away? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the animals on board the ship and do some research to find out how it was used in the new Australian colonies.
- Direct students to write a diary entry from John, describing a typical day in his new role as the captain's animal keeper.

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Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.
- _____

Success Criteria

- I can identify and discuss themes in the text I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.
- _____

Guided Reading Notes

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