

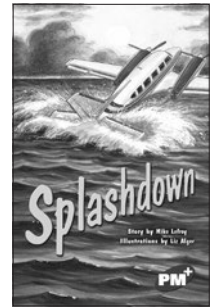
Splashdown

PM Level 28

Ruby

Text Type Narrative

Running Words 2772



Preparing for Guided Reading

Orientation to the Text

- Cassie's Uncle Bill takes her flying to a Pacific island, but the small plane's engines fail over the ocean, and they have to land on the water. After putting on their lifejackets and ditching the plane, Cassie and Uncle Bill wait in the water for hours until they are rescued. While they are waiting, they have a close and fascinating encounter with a whale.

Prior Knowledge

- Read the title of the book and discuss the blurb. Have students predict storylines for a narrative with this theme. Consider possible complications and resolutions.

Building the Balanced Reader

Grammatical Conventions

- Explain to students that authors use either an active voice or a passive voice to describe action, e.g. *The wolf ate Grandma* (active voice); *Grandma was eaten by the wolf* (passive voice). Discuss the difference between these voices. Investigate whether the author, Mike Lefroy, has used an active or passive voice in his writing.
- Draw students' attention to the author's use of strong action verbs. These words are very precise and help the reader imagine the situation clearly. Have students search the text for these words and offer the less precise verbs that are sometimes used instead, e.g. *grabbed/got*.

Vocabulary

Key Vocabulary

airborne, autopilot, banked, barnacled, beacons, bracing, capsized, certainty, cockpit, cursed, gauge, immense, inflated, instinctively, overwhelming, pestering, propeller, reassurance, regretted, released, reluctant, retrieve, smeared, transformed, urgency, vigorously, wrenched

Spelling

- Study the prefix *trans*. Locate its origin and make a list of words beginning with this prefix, e.g. *transform, transport, transfer*.
- Revise the i before e, except after c rule and locate example in the text, e.g. *windshield, retrieve*.

Visual Literacy

- Highlight the author's use of asterisks in the text. Ask students to consider why they have been used.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 14 after setting the focus questions:
What was the purpose of the flight?
How close is the airport to the coast? Which airport could they be leaving from?
- Encourage students to write a list of questions that an air traffic controller might ask Bill when he radios for help.
- Ask students to consider how different people may act in emergencies. Ask the students to share any stories they know about emergencies, e.g. from the media.
- Ask students to read to the end of p. 22 after setting the focus questions:
What causes the mishap out at sea?
What is a squall?
What advice does Uncle Bill give Cassie?
- Share students' responses to the focus questions, then discuss the following:
What was the problem with the plane?
Which clues informed Cassie that something serious was happening?
- Share students' responses to the focus questions, then discuss the following:
Who was at fault for the mishap at sea? Justify your answer.
Was it right for Uncle Bill to lie to Cassie?
Why does Cassie cry in response to Uncle Bill's comment about the whale?

Comprehension

- How long had Cassie been planning the special flight? (*Literal*)
- What evidence is there that Uncle Bill is an experienced pilot? (*Inferential*)
- Why was nightfall a critical time? (*Applied Knowledge*)

Follow-up Activities

- Discuss how pilots use flight simulators to practise controlling a plane in an emergency situation.

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.

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Success Criteria

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

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Guided Reading Notes

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