

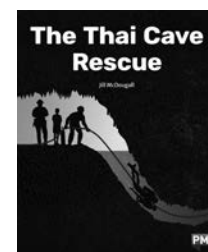
The Thai Cave Rescue

PM Level 28

Ruby

Text Type Historical Recount

Running Words 2497



Preparing for Guided Reading

Prior Knowledge

- Ask students to close their eyes and imagine they are inside a dark cave. List keywords or phrases students use to describe what it is like, encouraging them to think about what it looks like, feels like, smells like and sounds like in the cave.

Orientation to the Text

- The story of the young Thai soccer team that got trapped inside a cave by rising floodwaters gripped people around the world. Read the incredible tale of the complex rescue operation that saw all 12 of the boys and their coach emerge to safety.

Building the Balanced Reader

Grammatical Conventions

- Guide students to analyse the use of capital letters for proper nouns that refer to people, places and things throughout the text, e.g. *Coach Eak*, *Thailand*, *Wild Boars*. Discuss why each example is a proper noun and not a common noun.

Vocabulary

Key Vocabulary

adventure, Buddha, Buddhist, chambers, conditions, current, desperate, exhausted, frantic, honour, injection, ledge, meditation, monk, monsoon, novice, oxygen, passages, prayer, rescue, sacred, sacrifice, sandbags, scuba divers, shrine, social media, stalactites, sumps, Thailand, tropical, tunnel, volunteers

Spelling

- Remind students that every syllable contains a vowel sound, and use this to help them to recall the spelling of words from the text, such as *tropical* and *volunteers*.

Visual Literacy

- Review the choice of photographs used throughout the text with students. Talk about the emotion the images convey and also what they are saying about the action that is taking place at that point in the recount.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Say, *This book is a recount of an event that actually happened. What structure do you think the text will follow?*

- Stop on page 3 and point out the map. Ask, *What is this map showing? What tells you this? What extra information does the caption provide? What other questions do you still have?*
- Read page 5 with students and revise what an adjective is. Ask, *Which words on this page are adjectives? What do they add to the description of the boys' adventure so far?*
- Look at the map on page 6 together. Ask, *How does this map connect with the map on page 3? What information does it add that is not in the written text?*
- Talk about the difference between an adjective and an adverb and invite students to find examples of adverbs and adverbial phrases on pages 14 and 15. Ask, *What word does the phrase 'to the boys' give more information about? Does this make it adjectival or adverbial?*
- Continue to pages 18 and 19 and examine the diagram together. Ask, *How is this similar to the map on page 6? How do the labels on the diagram add to your understanding?*
- Look at the diagram on page 24 together. Ask, *How does it help you to visualise what is being described?*
- Look at page 28 together. Ask, *What adjectives were used to describe how the boys had changed since their ordeal? What adverbial phrases have been used to add greater detail to the recount?*

Comprehension

- What happened when the boys got out of the cave? (*Literal*)
- What might have happened if the boys had panicked while they were being rescued? (*Inferential*)
- What are some of the things that helped the boys to survive for so long in the cave? (*Applied Knowledge*)

Follow-up Activities

- Practise some simple guided meditation exercises with students. Discuss the benefits of meditation and encourage students to focus on feeling calm and to find things in their lives to be grateful for.
- Look at some pictures of stalactites and stalagmites online together and research how they are formed in greater detail. Find information about the largest examples of each in the world and measure out their size so students can get an idea of how big they are.

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Learning Intentions

- We are learning to notice and interpret visual information.
- We are learning to identify the key language features of a recount.

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Success Criteria

- I can locate maps and diagrams in the text and explain what information they provide.
- I can identify adjectives and adverbs in the text.
- I can explain the effect of the author's language choices on the reader.

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Guided Reading Notes

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