

# Sailing North



**Word Count:** 185    **Text Type:** Narrative

**High-Frequency Word Focus:** again, far, own

**Content Words:** boat, broke, compass, computer, followed, home, island, needle, north, points, sail, sea, storm, wave

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) question marks; using morphemes in word families; vowel digraph *ea*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension skills to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation and word skills; write using unjoined lower case and upper case letters; construct texts using software

## LITERATURE

**Literature and context:** discuss how authors create characters using language and images

**Responding and examining:** discuss characters and events and share personal responses

**Create literature:** recreate text using writing and drawing

## LANGUAGE

**Language for interaction:** understand there are different ways of asking for information

**Text structure and organisation:** understand concepts about print and screen – digital text; recognise the purpose and effect of punctuation

**Expressing and developing ideas:** recognise how to use morphemes in word families; write high-frequency words

**Sound and letter knowledge:** manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they know what a compass is used for and how it works.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students. Discuss where the people on the cover might be. Turn to and read the title page. Ask students to look at the illustrations throughout the book, and use them to predict what the story might be about.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about the sailing trip, they will be talking about question marks, word families, and words that contain *ea*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### Literacy

**Modelling:** Return students' attention to the start of the book, then read the text to students. Use appropriate expression, clarify unfamiliar words where necessary, and point to the illustrations as you read.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the abilities and needs of the group as an indication of when

to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students where Rosie and her mum are going, how they find their way out at sea, and why Rosie’s mum uses the compass to find her way to the island. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Literature and context:** Ask students what the story and illustrations tell them about what Mum is like.

**Responding and examining:** Ask if students were worried about what might happen when the storm struck. Discuss how Rosie’s feelings change during the story.

## ■ Language

**Language for interaction:** Encourage students to ask each other questions about characters in the story.

**Text structure and organisation:** If you are using the digital version of the text, invite students to take turns to operate it for the following activities. Read page 4, revising the purpose and placement of question marks. Then, ask students to explain the purpose of the question marks on pages 6 and 8.

**Expressing and developing ideas:** Draw attention to the word *checked* on page 6. Write the base morpheme *check* on the board, followed by the words *checked* and *checking*. Explain that these three words belong to the same word family. Have students find the word *show* on page 10, and have them make other words using this morpheme.

**Sound and letter knowledge:** Point out the word *sea* on page 16 and have students sound it out. Explain that here the vowel digraph *ea* makes the long *e* sound. Ask students to think of other *ea* words with the long *e* sound. Have students write the words, sound them out, and circle the *ea* in each one. Then, brainstorm *ea* words that rhyme with *sea*.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Sailing North* worksheets. Encourage independent work. Assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to make up a story about travelling on a boat to a faraway land. Ask them to think about the adventures they will have on the way. Have them draw a picture to illustrate their story.
- Have students write about and illustrate something else that could have happened when the storm struck.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name \_\_\_\_\_

# 10c – Sailing North

1. Circle (ea) in these words.

east

flea

feast

weak

mean

beam

bean

meal

steam

dream



2. Choose the correct question words from the box.

Write them in the spaces.

Put question marks in the correct place.

How

When

Why

Where

What

\_\_\_\_\_ is the island

\_\_\_\_\_ can I use a compass

\_\_\_\_\_ time is it

\_\_\_\_\_ shall we leave

\_\_\_\_\_ does a compass point north

Name \_\_\_\_\_

# 10c – Sailing North

Tick Yes or No.

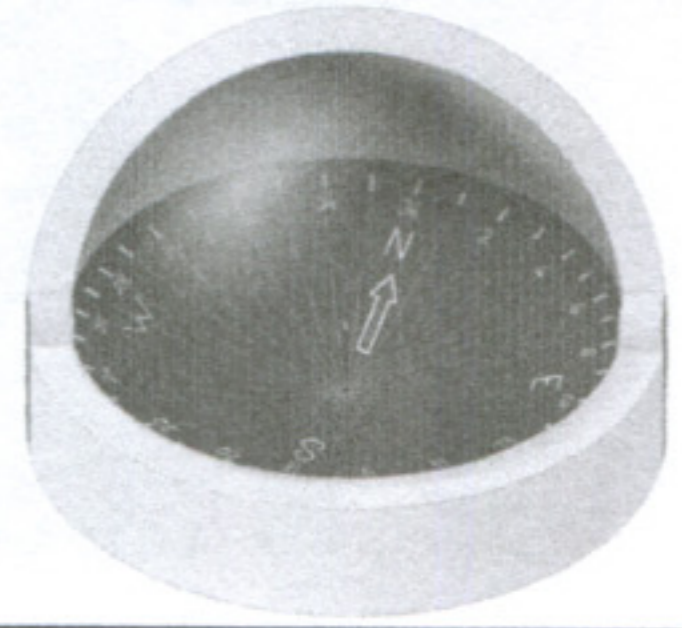
	Yes	No
Does Mum own a boat?		
Does Rosie have her own bag?		
Was the weather fine at first?		
Did they fall out of the boat?		
Did the compass help them?		
Did the compass point west?		
Did they find the island?		



Name \_\_\_\_\_

# 10c – Sailing North

Make a sign with a safety message that you might see on a wharf.



A large empty rectangular box for drawing or writing a safety sign.