



## Before Reading

### Motivation/ Purpose

- The purpose of this text is to entertain the reader with a story about three boys who run away from home and school. They take their uncle's yacht and, after a wild storm find themselves on a tiny island. They encounter a genie who grants each of them a wish. Date.....

### Text Type **Date ....**

Draw students' attention to the:

- title
- illustrations
- chapter headings.
- Ask, NWhat type of book is this? (Narrative). What clues are there?

### Visual Literacy **Date ....**

- Examine the front cover. Who is the big purple man above the three boys? Does he look like a real person? Look at the first few pages of the story. Ask students where and when they think this story is set. What visual clues lead you to these ideas? What does the artwork remind you of?

### Background Knowledge

#### **Date ....**

- Make a list of names of different boats and identify their distinguishing features, e.g. alone, raft, yacht, paddle steamer, cruise ship, ocean liner, dinghy, speed boat.
- Discuss what people do on their holidays. Where do they go? Why? Date.....

### Phonological Awareness

- Ensure students know the following phonological patterns for adding 'ing':
- For most words, just adding 'e' after the root word: walking, calling, reading, growing.
- For root words ending in 'e', drop the 'e' before adding 'ing': use - usinQ, write writing, move - moving, drive - driving.
- For words ending *with* a short vowel and a consonant, double the final consonant before adding 'ing': swim - swimming, bob - bobbing, set - setting.

### Vocabulary

**bobbing, bored, borrow, complained, cork, drown, genie, high-five, impatient, moaned, rocked, rolled, sniffed, steered, stretched, subjects, yacht, yeah**

- Say a word to which 'ing' can be added, and ask the students to make the word using letter tiles. Then ask them to select the correct rule for adding 'ing' to the word, and have them make the word with the tiles.
- Identify the silent letters in the following words: fr**e**nds, writing, stretched, climbed, island, tight**l**y, scratched.
- Compile a list of words containing a specific silent letter: bomb, crumb, climb, limb, doubt; ghost, honest, echo, rhyme, chorus; knee, kmte, knit, knock, knot know

### High Frequency Words **Date ....**

- across, another, bottle, friends, happy, months, other, quickly, school, somewhere, work Date.....
- Divide each word into two parts (syllables where possible) and write each word part on a card. Have students take turns to turn over two cards, then try to match the pair to make a word.
- Select a card that represents the beginning of a word. Ask students to add different endings to make new words, e.g. bot - both, bother, bottom.

## During Reading

### Vocabulary in Context **Date ....**

- Discuss the meaning of each vocabulary word.
- look at the word *impatient*. What does it mean? What is its opposite? list other words that make their opposite by adding the prefix 'im': immoral, immature, immobile.
- Discuss the expression, *The boys high-jived each other*. What does it mean? What is the origin of this term? Talk about use of *yeah*. Remind students that this word should only be used in informal contexts, as it is a colloquial expression. It is used in the book in dialogue.

### Checking for Meaning

- Literal: **Date ....**
- What jobs do the boys do on the boat? (Pete is captain. Ron catches the fish, Pete cooks the fish.) Date.....

- What food do the boys eat on the island? (They eat coconuts, bananas and pineapples.)
- What do the boys find in the green bottle? (They find a giant genie.) Date.....

#### Inferential: **Date ....**

- What makes the boys think they are going to drown? What do you think happens after the two Rashes of lightning and two claps of thunder (p.24)? Date.....
- Response: **Date ....**
- How do you think the parents of the boys wilt feet when they realise the boys have run away?
- How would the boys feet during the wild storm?
- If you were a character in the story, what would you have wished for?

### Grammatical Patterns **Date ....**

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (pp.4-5)
- Complication - the sequence of events develops a problem for one or more of the characters: *Pele, Ron and Pete decide to run away on Ron's uncle's yacht*. (pp.6-21)
- Resolution - the problem is solved: *A genie grants each of the boys just one wish ...* (pp.21-24)
- particular nouns to refer to particular people
- and things: *subjects* (p.5), *yacht* (p.6), *fish* (p.9), *storm* (p.13), *genie* (p.20)
- Use of adjectives to describe nouns: *soft* (p.11), *tiny* (p.14), *fiity* (p.16), *giant* (p.20)
- Use of time connectives to sequence events: *Sudden*(y (p.12), *then* (p.13)
- Use of adverbs and adverbial phrases to locate particular events: *to school* (p.4), *on the stormy sea* (p.11), *everywhere* (p.14), *in the sun* (p.15), *with his feet* (p.20)
- Use of past tense action verbs to indicate the actions: *caught* (p.9), *sailed* (p.10), *climbed* (p.13), *swam* (p.14), *spent* (p.15), *pulled* (p.19)
- Use of saying and thinking verbs: *mooned* (p.4), *agreed* (p.5), *complained* (p.6), *shouted* (p.9), *thought* (p.13)
- Use of creative word play and evaluative language: alliteration - *rocked and rolled* (p.11), *wild wind* (p.11), *giant genie* (p.20); simile - *like o beach ball* (p.12); personification - *Freedom is calling* (p.8) Date.....

### Fluency / Punctuation Patterns

#### **Date ....**

- These punctuation patterns occur in the text:
- Use of speech marks to indicate the actual words being spoken: *I hate school!* *moaned Pele*. (p.4)

- Use of capital letters for proper nouns: *Pele, Ron and Pete* (p.4)
- Use of apostrophes for contractions: *I'm* (p.6), *He's* (p.6), *Let's* (p.8), *It's* (p.18)
- Use of a comma to separate items in a list: *There were coconut trees, banana trees and pineapples growing everywhere*. (p.14)
- Use of an exclamation mark to indicate emotion or surprise: *"Le(s go!"* (p.8)
- Use of an ellipsis is used to indicate an interruption or when a line of text is incomplete: *and pulled and pulled ...* (p.20). *I don't know ...* (p.24). *and two clops of thunder ...* (p.24)

### Critical Literacy **Date ....**

- Why do you think the author wrote this text? What does the text tell us about the way people behave?

### Linking Visual and Written **Date ....**

- How can you tell the three boys are unhappy on page 5? Examine their facial expressions throughout the story and describe what they are feeling.
- Examine the illustrations of the genie. Do you think he is a nice genie?

## After Reading

Discuss times in your life when you have wanted something different or better than what you had. Why do we sometimes feel like this?

In a small group, write an exposition text, listing three reasons why your mum or dad should buy you one of the latest games.

### Activities

Students will:

- correct false statements and sequence events from the text
- circle words spelt incorrectly and rewrite sentences using correct phonic elements
- make word families using given root words
- write a new resolution for the text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

