



Before Reading

Motivation/ Purpose

The purpose of this text is to entertain the reader with a story about a young girl who rescues her grandmother from her house during a mudslide.

Text Type

- Draw students' attention to the: **Date.../.../....**

- title
- illustrations
- speech bubbles (callouts).

Ask, "What type of book is this?" (Narrative). Do you think any parts of this book could be true?

- **Visual Literacy** **Date.../.../....**

Look at the front cover of this book and the first few pages of the text. What do students notice about the illustrations and the written text? What does the layout of the book remind you of? (A comic book.) Tell students that this text form is called a graphic novel.

- **Background Knowledge** **Date.../.../....**

Ask students to share their knowledge of mudslides. Which areas are prone to mudslides? What usually occurs before a mudslide? Talk about ways to be prepared for severe storms. Discuss evacuation procedures.

- **Phonological Awareness** **Date.../.../....**

Ensure students know the following phonological patterns:

- long oo and long u: blew (p.8), few (p.11), you (p.5), school (p.5), ahmoon (p.7), room's (p.9), tQ (p.14), (p.13), resc (p.24) —
- 'ea': leave (p.4), ocean (p.11), Weather (p.12), loudspker (p.12), Plse (p.13)-

Say a word containing one of the sounds discussed above. Ask students to write the word on the board or on a piece of paper, as quickly as possible, using the correct letters to make the nominated sound.

Identify the silent letters in the following words: kitchen, hole, sience, doorknob.

Compile a list of words containing a specific silent letter: castle, listen, whistle, ohen; answer, write, rang, riggle; a!m, fo!k ta!k.-wa!k. — —

Vocabulary

blaring, cliff, crumble, current, debris, El Niño, evacuated, footbridge, fumbled, loudspeaker, pavement, pelted, rescuers, sloshed, sprinted, super-sized, thrust, volume



- **High Frequency Words** **Date.../.../....**

afternoon, anything, behind, care, month, myself, once, river, suddenly, table

Divide each word into two parts (syllables where possible) and write each word part on a card. Play a game similar to Concentration where students take turns to turn over two cards, then try to match the pair to make a word.

Write a high frequency word on the board with every second letter missing. Ask students to write in the missing letters. Challenge students by using other high frequency words from previous texts.

During Reading

Vocabulary in Context

- Discuss the meaning of each vocabulary word.

Point out all the compound words used in the text: *footbridge, loudspeaker, raincoat, grandmother, outside, homework, doorknob*. Remind students that these are made up of two smaller words, which together indicate the meaning of the bigger word.

Discuss the two meanings of the word *volume*. Assist students to understand which meaning is used in the context of this story. **Date.../.../....**

- **Checking for Meaning**

Literal: **Date.../.../....**

Why aren't Jessica's mum and dad at home? (They are at work.)

Why isn't Jessica's umbrella of any use? (The wind blows it inside out.)

What causes El Niño rains? (They are caused by warm water currents in the ocean.)

Inferential: **Date.../.../....**

Why does the school advise students to 'check in with their families'?

Why do you think the principal helps Jessica cross the road'?

When Jessica sees the firefighters, why do you think she 'sprinted' to her house>

Response: **Date.../.../....**

Do you think Jessica is brave or careless to go into her house looking for Grandma's

Why would Jessica have asked the rescuers to 'help Grandma first'?

- **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: *Heavy rain cause a mudslide behind Jessica's house and she fears her grandmother may be inside.* (pp.6-21)
- Resolution - the problem is solved: *Rescuers from the fire department rescue Jessica and her grandmother:* (pp.22-24)
- Use of particular nouns to refer to particular people and things: *sweater (p.6), footbridge (p.8), current (p.11), students (p.13), window (p.21)*
- Use of adjectives to describe nouns: *kitchen (p.4), favourite (p.6), several (p.8), small (p.8), super-sized (p.11), front (p.23)*
- Use of time connectives to sequence events: *Suddenly (p.12), when she got to her street (p.16), When they "ere a safe distance away (p.22)*
- Use of adverbs and adverbial phrases: *at the kitchen table (p.4), over Grandma's shoulders (p.6), later this afternoon (p.7), from the hillside (p.18)*
- Use of past tense action verbs: *gazed (p.4), pelted (p.5), sloshed (p.15), evacuated (p.17), fumbled (p.18)*
- Explain to students that saying and thinking verbs are not used in this text because the speech bubbles replace the use of quotation marks.
- Use of evaluative language: *simile - like a lake (p.14)*

- **Fluency / Punctuation Patterns** **Date.../.../....**

These punctuation patterns occur in the text:

- Use of capital letters for proper nouns: *Jessica (p.4), El Niño (p.10), Mrs filanos (p.15)*
- Use of an apostrophe to indicate possession: *the town's creek (p.8), the school's loudspeaker (p.12)*
- Use of an apostrophe to indicate a contraction: *What's (p.10), you're (p.11), we're (p.21)*

- Use of a comma to separate items in a list: *Jessica fumbled with her keys, opened the door, and stepped inside.* (p.18)
- Use of an exclamation mark to indicate emotion or surprise. *Yes, Grandma! You must get up!* (p.19)

Remind students that they need to read the speech bubbles in the correct order to maintain the meaning of the story. Revise the reason for the omission of saying verbs due to the author's use of speech bubbles.

- **Critical Literacy** **Date.../.../....**

Why do you think the author has chosen a girl as the main character in this story?

How is it different reading a text with speech bubbles rather than ordinary dialogue? Which do you prefer?

Why? Why would the author have chosen this approach?

- **Linking Visual and Written** **Date.../.../....**

Discuss the layout of the text with students. What makes a graphic novel different from a regular narrative? What part of the text is in the bubbles? Show students other graphic novels or comic books, and compare them to the style of *Mudslide*.

After Reading

Discuss how Jessica might have felt when she saw the fire truck outside her house.

Write a recount about being caught in a storm. Remember to include personal comments about how you felt at the time.

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)

