

Stranded!

Fiction

Content domain focus:

- 2b** retrieve and record information/identify key details from fiction and non-fiction
- 2c** summarise main ideas from more than one paragraph
- 2d** make inferences from the text/explain and justify inferences with evidence from the text

Text summary

This passage is an extract from the story *Stranded!* by Andrew Collett. Tim and his dad are on a sailing boat but find themselves becalmed. They decide to sit it out and wait for the wind to pick up but discover that there is a whale swimming close by. Although this makes them anxious, there is worse to come – a shark. The shark attacks their boat and Dad is washed overboard. Tim tries desperately to help his dad but, in the end, it is the whale that appears to save him.

Unit summary

The unit starts with two straightforward information-retrieval questions to tune the children into the passage. The majority of the remaining questions focus on making inferences, particularly in terms of interpreting the characters' feelings and actions from the language used. Question 10 asks the children to place summaries of the key events in the passage in the order in which they happened.



Teaching prompts

- Explain to the children that the passage they are going to read is about a father and his son who are on a sailing boat. If possible, show some pictures of small boats and discuss the details that the children can see. Establish that these boats use the power of the wind to move and that without wind, they cannot sail.
- Ask the children to remind you what they know about making inferences when they read. Prompt them to put themselves in the place of the characters and to think about how they would feel on board such a sailing boat.

Revisiting the text

Ask the children to:

- work in pairs and to re-enact the scene described in the passage
- use mime, rather than dialogue, to demonstrate how the characters are feeling
- form freeze-frames of specific scenes in the passage
- create speech and thought bubbles to show the characters' thoughts and feelings
- retell the events in the passage from Dad's point of view
- prepare a reading of the passage, using expression to emphasise the dramatic points in the text.

 **Answers**

Links to content domain requirements are in brackets after the answer.

- 1. a whale [2b]
- 2. a shark [2b]
- 3. He was feeling frightened. [2d]
- 4. The shark was attacking/hitting the boat. [2d]
- 5.

	True	False
Tim was so scared that he thought he was going to be sick.	✓	
Tim's heart burst out of his chest.		✓
Tim's dad was swept overboard.	✓	

- 6. The thudding and banging stopped. The sea was still – dead still. The sea had fallen silent. [2b]
- 7. By holding out his hand./He tried to pull him up. [2d]
- 8. helplessly [2d]
- 9. The whale – by blowing out a jet of water. [2d]
- 10. Tim tried to rescue his dad. 6
- Dad was swept overboard. 4
- Tim spotted a shark coming towards the boat. 2
- Dad disappeared and everything went quiet. 5
- The shark started attacking the boat. 3
- Dad was lifted out of the sea on a jet of water. 7
- Tim saw a whale near the boat. 1 [2c]

 **Assessment**

The children are secure in retrieving information efficiently and effectively if they can use skimming and scanning techniques to find the relevant paragraph and information.

They are able to summarise effectively if they can skim a paragraph and identify the main gist.

They can make appropriate inferences if they are able to connect pieces of information given in the text in order to come up with an answer.

Next steps

Display descriptive passages on the IWB and involve the children in highlighting words and phrases that give an insight into characters' feelings and emotions. Discuss and identify how and where the author has used the 'show not tell' technique.

Ask the children to put themselves into the shoes of one of the characters and to think about and explain how they think they would have felt if they had been involved in the events.

Using passages that describe series of events, involve the children in summarising each event in a limited number of words. This works particularly well with newspaper articles that give chronological reports of events.

Cut up chronological texts into sections and ask the children to reconstruct them in the order in which events happened.