Giraffe Goes to Gibraltar



Written by Janne Galbraith
Illustrated by Stevie Mahardhika

Word Count	688
Text Type	Narrative
High-Frequency Word Focus	move, stop
Content Words	apartment, blog, canals, desert, Gibraltar, gondola, igloo, monkeys, New York, savannah, waterhole
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	prefix *un*

Non Review Only

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shutterstock.com/Marish, background **6–23**

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GETTING STARTED

Activating prior knowledge: Ask students if they have ever travelled far or even to different countries. Have them share adventures, highlights, and the feelings experienced upon returning home.

Book introduction and prediction: Read the book's title to students and have them discuss what the characters are doing in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book, looking at the illustrations and noting, in particular, the inclusion of the blog-style pages. Have students use the illustrations and layout to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about Giraffe's adventures, they will talk about the structure of the text, words with the prefix *un*, verbs, and compound words.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What prompted Giraffe and Rhino to head off on their adventure? What do you think of Giraffe and Rhino's use of a travel blog? Describe the characters' experiences in the different cities. Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Discuss the importance of different settings within the story. With this story in mind, have students express and explain a preference for a particular type of narrative.

Language

Text structure and organisation: Use the text on pages 6 and 8 to highlight the use of paragraphs. Have students discuss how the topic sentence at the start predicts how each paragraph will develop.

Expressing and developing ideas: Draw students' attention to the word *unhappy* on page 2. Discuss the meaning of the prefix *un* and its effect on base words. Ask them to find and discuss other text words that begin with this prefix.

Remind students that verbs represent different processes such as doing, thinking, and saying. Using page 20, ask students to locate the doing verbs. Together, make a list of other doing verbs.

Revise the meaning of a compound word. Ask students to find compound words on page 16. Have them locate and discuss the meaning of other compound words within the text.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Giraffe was unhappy with life on the savannah. Each day was just like another. All she did was wake up, eat leaves, and hang out at the waterhole. She was bored. It was time to move on.



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Once everyone had gathered at the waterhole, Giraffe announced, "Living here is totally uninteresting, so I'm putting a stop to it. I'm moving to somewhere exciting!"



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"Wait! Stop!" said Rhino. "I understand why you want to go somewhere different. Let me come, too. I'll take my phone. That way, we can use the GPS so we won't get lost, and we can keep a blog along the way."

"All right, jump in," said Giraffe. "Let's get a move on."



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Welcome to Giraffe and RHiNO's

Travel Blog

Dear friends | contact us | links

Today, Giraffe and I flew over the Rock of Gibraltar. It looked interesting, so we stopped. We met a troop of monkeys, which was rather unexpected!

Hundreds of tourists stop here just to see the monkeys. They think the monkeys are funny, so they take lots of photographs. Needless to say, Giraffe tried to get in on the act.

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