

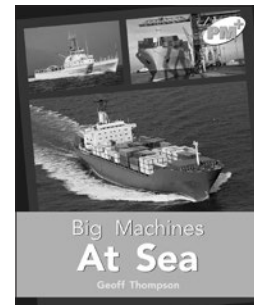
Big Machines At Sea

PM Levels 18/19

Turquoise

Text Type Information Report / Poetry

Running Words 466



Preparing for Guided Reading

Orientation to the text

- Point out that ships carry much larger loads than trucks or planes. Encourage students to share what they already know about ships and boats. Extend topic-related vocabulary as it arises during discussion.

Prior knowledge

- Interesting facts about ships (past and present) will provide a range of opportunities for discussion about why people have always sought to improve their method of transport.

Building the Balanced Reader

Vocabulary

Key vocabulary

deep, forwards, full

Content Words

cabin, cargo, carriers, container, Ferries, float, huge, Longboats, ocean, propellers, sails, steel, tanker

Decoding

- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Distinguish between a ship and a boat. Read the labels on the photographs. Discuss technological changes in ship design and the types of construction materials used – past and present. Talk about how improved knowledge of design has also increased speed so that even large vessels can now move relatively quickly through water.
- Study the pictorial time line. Point out that it shows the history of sea transport over hundreds of years. Notice that the section *Ships today* ... shows sea transport in the last 100 years. Talk about the special features of each of the three ships.
- Notice that the photographs on pp. 8–9 are of paintings. Briefly discuss the history of sailing and predict what it might be like in the future.

Inform students that sailing ships today are usually used for sport. Discuss the phrase *sails to catch the wind*. Ask, *How did the captains of these sailing ships know where they were going?* Explain that for hundreds of years sailors used sextants to measure the angle between the sun and the horizon so they knew their position at sea. Ensure that students understand that without a motor, these ships were dependent upon the wind.

- Inform students that a submarine can also float on top of the water. Ask, *How do you think water is stopped from coming into a submarine when it goes under the sea?* Talk about the shape of a submarine and compare it with the sleek, rounded shape of many fish. Read and discuss the *Did you know?* statement. Discuss issues associated with staying under water for 60 days. Talk about how submarines are often used for research purposes.
- Explain how a hovercraft works. Inform students that these big machines can also move onto land.
- Talk about the size and design of these very big machines. Read about Harrier jets in *Big Machines in the Air* to find out how aircraft take off from these carriers. Explain that planes on long trips can use this type of vessel for refuelling purposes.
- Look at the compound words *submarine*, *hovercraft*, *aircraft*, *sometimes*, *inside*.

Comprehension

- What were the first ships made of? (*Literal*)
- What would a submarine be good for? (*Inferential*)
- What is the difference between a cargo ship and an ocean liner? (*Inferential*)

Follow-up activities

- Explore ways in which a pictorial time line can order events in sequence. Notice how the text and illustrations on p. 6 have ordered changes in sea transport. Reinforce this concept by observing the features of time lines in other **PM Plus** texts. Collect and order a set of pictures that show changes in the motor industry.

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up