

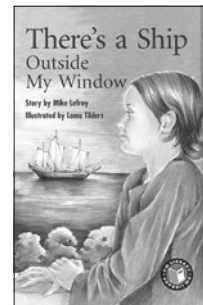
There's a Ship Outside My Window

PM Level 27

Ruby

Text Type Narrative

Running Words 1876



Preparing for Guided Reading

Orientation to the text

- The narrator notices something strange outside her bedroom window – trucks unloading wood and materials. A workman tells her they are going to build a ship. She likes the idea of seeing a ship outside her window. Bill, the shipbuilder, explains to her that they are making a copy of *Duyfken* – an old Dutch ship. There are many steps involved in building a ship, such as firing the wood, making the mast and stitching the sails. The finishing touches are made and finally the ship is ready for adventure.

Prior knowledge

- Look at the cover and table of contents – especially Chapter 3: *Duyfken's Story*.

Building the Balanced Reader

Grammatical conventions

- Draw students' attention to the specialised nautical vocabulary used in the text.
- Similes compare one object with another, often using *as* or *like*.
- Identify dashes that create a pause in the sentence.
- Note that pronouns are used to avoid repetition of the noun.
- The prefix *un-* is used to create antonyms, e.g. *unloading*, *unhappy*.

Vocabulary

Key vocabulary

- adventure, caulking, continent, delivered, detailed, emerging, eucalyptus, exchanged, fleet, harbour, horizon, journal, keel, launching, materials, museum, oak, preparations, rudder, rumbling, scorch, shipbuilder skeleton, spliced, stoke, transformed, treasures, whipstaff, varnish, voyage*

Spelling

- Locate and practise spelling words ending with *-tion*, e.g. *position, preparations, question, instructions*.

Visual Literacy

- Ask students to identify the specific illustrations that show the shipbuilding process.

- Discuss how workers accessed the highest part of the ship to complete their work.

Focusing on the story – guided reading

- Turn to pp. 6–9 and ask students to read silently and identify the person telling the story. Discuss how the story is written as a first person recount. Discuss the title, and what the word *my* indicates.
- Direct students to read independently up to p. 12, then ask,
Why was a pile of logs so important to the project?
What is the English translation of the Dutch word Duyfken?
Why is that name appropriate for an exploration ship?
What is so exciting about seeing a ship built from scratch?
- Before reading p. 21, ask students how the shipwrights and designers might know what the original *Duyfken* looked like.
- Read aloud pp. 21 and 22 and ask students to identify the methods used by the shipwrights.
- Direct students to read independently to the end of Chapter 5, then ask, *What methods were used to hold the ship together?* Captain Jim says, "... now you're part of the ship, too". *What does he mean?*
- Have students read the rest of the book independently, then ask, *What were the last steps (in sequence) in the Duyfken's completion?*
What is the narrator inferring on p. 31 with, "... when I look towards the sea, I think about our little ship on its very own voyage of discovery"?

Comprehension

- Why was a shed being built outside the narrator's window? (*Literal*)
- Why did Bill always stop to answer questions when he was asked? (*Inferential*)
- Why did people need to work through the night to get the ship ready to be launched? (*Applied Knowledge*)

Follow-up activities

- In small groups, ask students to research another famous ship. Locate information about when and where it was built, its size, purpose and where it sailed. Ask students to create a sketch of each ship. Compile a class book containing all the researched information.
- On a map of the world, plot the voyages of the researched ships, including the *Duyfken*.

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Learning Intentions

- We are learning to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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