

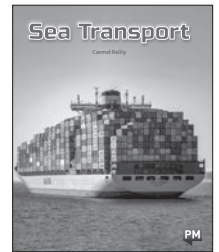
Sea Transport

PM Level 26

Emerald

Text Types Information Report, Recount

Running Words 2016



Preparing for Guided Reading

Prior Knowledge

- Brainstorm different types of transport with students and discuss the characteristics of each. Talk about the verb *transport* and which forms of transport are used to transport different goods.

Orientation to the Text

- Sea transport is one of the cheapest and safest ways to move goods from one place to another. Thousands of ships successfully manoeuvre around the world every day, but occasionally there is an incident that has a global impact.

Building the Balanced Reader

Grammatical Conventions

- Introduce students to the term 'parentheses' and talk about their use on page 9. Discuss how they are used to clarify the information provided and to give extra information.

Vocabulary

Key Vocabulary

aground, bow, bridge, bulk carrier, canal, cargo, channels, coastlines, container, crane, decks, distant, dock, hull, inflammable, keel, overseas, petroleum, pollution, ports, product, reefs, refrigerated, stern, supership, tanker, transport, unpackaged, vehicles, vessels

Spelling

- Break down the word *refrigerated* and discuss the letter-sound correspondences used for each phoneme. Highlight the fact that most words in the same family have a similar spelling pattern – 'refrigerates', 'refrigerator' – but that the spelling changes in the word 'fridge'.

Visual Literacy

- Make sure students can accurately interpret the diagrams and other supporting visuals in the text by asking them to explain what each one is telling them. Encourage them to look at all the elements on the page.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *Where do you think this ship is? What might it be carrying?*

- Remind students what topic sentences are and where they are usually located in a paragraph. Read page 2 together. Ask, *Where is the topic sentence in this paragraph? How do you know?*
- Ask students to close their eyes while you read page 7 to them. Say, *Build a picture in your mind of what I am describing. What do you see?* Compare students' visualisations with the images on the page.
- Continue to page 16 and ask students to predict where the topic sentence in the first paragraph will be located. Read the paragraph and confirm which sentence is the topic sentence. Ask, *What role does the topic sentence play in the paragraph?*
- Read to page 20 with students. Say, *Picture in your mind how the ship might have got stuck. What do you think happened?*
- Stop after reading page 22 with students and ask them what the main idea on the page is. Ask, *Where is the topic sentence? How did this help you find the main idea?*
- Look at the image of the stranded *Ever Given* on page 25 together. Ask, *Is this how you pictured the ship being stuck?* Talk about how visualising can enhance understanding of a text.
- Read to the end of the text. Talk about the different ways that the author has supported the reader to understand the information on page 29. Ask, *How has the most important information been highlighted?*

Comprehension

- How much bigger is an FEU than a TEU? (*Literal*)
- Why do you think many canals are shallow? (*Inferential*)
- What goods in your house might have arrived in your country via sea transport? (*Applied Knowledge*)

Follow-up Activities

- Discuss the two different text types presented in the book and the similarities and differences in their features. Ask students in small groups to share which they learned more from and why.
- Ask students to choose one picture from the text. Have students in pairs describe their picture while their partner visualises what they are hearing and locates the image in the text. Students then swap roles.

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Learning Intentions

- We are learning to identify the main idea of a paragraph.
- We are learning to use visualisation to help us understand a text.

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Success Criteria

- I can find the topic sentence in a paragraph and explain my choice.
- I can see what is described in the text in my mind.
- I can describe how what I am visualising relates to the text.

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Guided Reading Notes

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