

The Big Ship

PM Levels 8/9

Yellow

Text Type Description

Running Words 162



Preparing for Guided Reading

Orientation to the Text

- Inform students that this book describes a big ship.
- Read the title. Discuss the cover photograph. Explain what a cruise ship is.
- Turn to the title page. Revisit the features of non-fiction books. Discuss each of the chapter headings on the contents page. Tell students that each chapter describes someone or something to do with the ship. Find each chapter heading within the book.
- Study the photographs. Introduce key interest words that students will encounter in the book.
- Revise the purpose of the glossary on page 16. Find each glossary word within the text. Notice that glossary words are presented in bold font.

Prior Knowledge

- A cruise ship is a big ship that goes slowly on the water and has many features that appeal to people who like to have a holiday on this ship.

Key Language Structures

- Relating verbs *is*, *had* and *are* link information, e.g. *This is a big ship; It has big engines; Some rooms are for sleeping.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

from, has, lots, swim, swimming, top

Content Words

cabins, deck, engines, holiday, ladder, sails

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words, e.g. *sh-i-p*, *t-o-p*, *d-e-ck*.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.

- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Locate the nouns these pronouns replace: *it*, *he* and *they*.
- Discuss the singular and plural forms of *sails*, *engines*, *mums*, *dads*, *rooms*.
- Study the visual similarities in the words *ship*, *shops*; *captain*, *cabins*. Explain the importance of scanning across words.
- Locate the words *slowly* and *sleeping*. Use the book *sl* in the **PM Alphabet Blends** series to identify other words that begin with the same sound.
- Find these prepositions in the book: *on*, *up*, *to*, *out*, *at*, *from*, *for*, *in*.
- Find these words in the book: *ship*, *shirts*, *shops*. Make a list of other words that begin with the same digraph.
- Discuss alternative meanings for the word *cabin*, e.g. *hut*, *small house*, *cottage*.

Comprehension

- What does the big ship have to help it go out to sea? (*Literal*)
- Who looks after the ship? (*Literal*)
- Where do mums and dads sit when they eat outside? (*Literal*)
- Why does the ship go slowly on the water? (*Inferential*)
- Why is it important that the captain looks out at the sea from the top deck? (*Inferential*)
- Why does the big ship need lots of rooms? (*Inferential*)

Follow-up Activities

- Invite students to share a description of the big ship.
- Display a suitable poster or brochure about holidaying on a cruise ship. Invite students to make their own brochures or posters, persuading people to have a holiday on the big ship in the book.
- Show students pictures of different sailing vessels. Discuss similarities and differences between the big ship described in this book and those in the pictures.

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Date _____

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can recall specific information from the text.
- I can decode unknown words using my knowledge of letter-sound relationships.

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Guided Reading Notes

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