

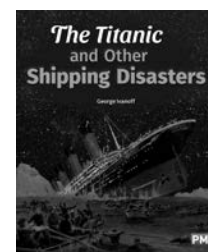
The Titanic and Other Shipping Disasters

PM Level 28

Ruby

Text Types Information Report, Description

Running Words 2430



Preparing for Guided Reading

Prior Knowledge

- Watch a short online video for children about the *Titanic* with students. Talk about what the students already knew about the disaster and what they are still wondering about. Ask them to start thinking about what caused the ship to sink.

Orientation to the Text

- Throughout history there have been disasters that have resulted in ships sinking. Some of these accidents are caused by external factors, such as weather, but human error has played a role in some of the worst shipping disasters in history.

Building the Balanced Reader

Grammatical Conventions

- Look for examples of different punctuation throughout the text, such as the use of italics for the ships' names, the use of brackets to add peripheral information and the use of colons in times. Discuss how each is used as you encounter them.

Vocabulary

Key Vocabulary

barque, bow, capsizing, civil, collision, cruise, disaster, distress, emigrants, facilities, hull, iceberg, lifebuoys, liner, lookout, maiden voyage, miscalculated, monument, navigating, oil tanker, paddle steamer, sewage, sextant, starboard, stern, tugboats, unseaworthy, unsinkable, watertight, waterway

Spelling

- Review the use of prefixes with negative effects on the base in the book, such as 'un-', 'mis-' and 'dis-'. Compare the meaning of the base with the meaning of the word with the prefix, and invite students to suggest what each prefix means.

Visual Literacy

- Look carefully at the maps provided to show the intended and actual course of the ships involved in the disasters described in the book. Ask students to describe in their own words what each map is telling them.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Why do you think the author used 'Titanic' in the title but no other names of ships? What does this choice tell you?*
- Read to page 3 together and talk about the concepts of cause and effect. Ask, *What is the author telling us about cause and effect from the start? How do you think this will be significant to the rest of the book?*
- Point out the word *intended* on the map on page 4. Look the word up in the dictionary together and find two meanings for it. Ask, *Which of the meanings makes sense in this context? What helps you to understand this?*
- Continue to page 13. Ask, *What do you think the author is going to say about the cause of the Doña Paz disaster? What effects did the collision have? Review students' suggestions against the information on the pages that follow.*
- Read to page 19 and discuss the effects of the *Exxon Valdez* disaster. Ask, *How did the company that owned the ship contribute to the causes of the disaster? Who was most affected?*
- Highlight the word *element* on page 30 and invite students to suggest what it means. Check the different meanings for the word in the dictionary. Ask, *Which meaning fits best in this situation? What clues in the text help you to know this?*

Comprehension

- Which of the disasters described in the book happened most recently? (*Literal*)
- Why do you think the captain of the *Costa Concordia* blamed the helmsman for the accident? (*Inferential*)
- What are some essential safety features of ships? (*Applied Knowledge*)

Follow-up Activity

- Make a list of all the different kinds of ships referred to in the text. Allocate a different one to small groups of students to research. Have them present their findings in the form of a description with at least one image.

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Learning Intentions

- We are learning to understand causes and effects.
- We are learning to identify the meanings of unfamiliar words.
- _____

Success Criteria

- I can explain why events in the text happened and what effects they had.
- I can select the correct meaning for a word with more than one definition, using context.
- _____

Guided Reading Notes

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