

# Boats on Big Rivers

## Science

Level 5

Strand: Earth/Space Science

Theme: Rivers

**Purpose for Reading:** To develop an understanding of the importance of rivers and the many types of transportation that work or play on them.

**Comprehension Strategies:** Predicting, visualizing, extracting information.

### Vocabulary

*Dictionary Words:* ferryboat, motorboats, paddleboat, raft, rowing skiff, tug boat

*Vocabulary Words:* barge, bow, cabin, containers, deck, dinghy, funnel, helmet, life jacket, oar, paddlewheel, steam

*High-Frequency Words:* a, and, are, big, can, down, go, in, is, on, see, some, take, the, them, these, they, this, up, you

### Before Reading

- Read the title and have the students talk about the cover photo.
- Ask the students to close their eyes and visualize different forms of transportation that work or play on rivers. Ask them to open their eyes and share their thoughts.
- Write the students' thoughts on a large chart.
- Read the title page together and ask the students what this kind of boat is and what it is doing.

### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. For each label, talk about the boat names, what the boats do, and where they might be found.

- Compare the photo dictionary to the chart. Add any new information to the chart.

### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what is happening in the photo. Ask the students if any of them have been on a river raft. If so, ask them to share their experience with the rest of the group.
- Pages 6–7: Invite the students to look at this photo and discuss what kind of boats these are. Ask the students what might happen on these boats. *Who might use them? Where might they go?*
- Pages 8–9: Ask the students if they know the name of this boat. Discuss what it might be used for. Read and discuss the labels and demonstrate how the people make the boat move.
- Pages 10–11: Recap the students' ideas that were shared about this photo from the title page. Read and discuss the labels. *Where might the tug be taking the barge with the containers?*
- Pages 12–13: Ask the students what this boat is and where you might find one. Read and discuss the labels and talk about how these two parts make the boat move.
- Pages 14–15: Have the students look at this photo and discuss what is different about this boat compared to the other boats in the book.

### Read the Book

- Ask the students to return to and read the title.
- Turn to pages 2–3. Have the students point to the

dictionary words as they read them independently.

- Turn to pages 4–5. Ask the students to begin reading independently at their own pace.
- Ask the students to continue reading to the end. Provide support where necessary.

## **After Reading**

### **Comprehension**

- Invite the students to return to the chart of their visualization predictions. Were they correct? Add to the chart any new information found by reading the book.
- Extract more information by asking questions, such as *What was the name of the boat that had a large wheel at the back to help it move? What do people do on these types of boats?*

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *some* in the text. Write sentences containing *some* on the board. Invite volunteers to come and point to the word *some*. Add *some* to a high-frequency word chart or word wall.
- Ask the students to locate the word *motorboats*. Tell them this is a compound word, two words joined together to make one. Ask the students to find more compound words in the book.

### **Oral Language**

- Have the students work in pairs, sharing with each other the information they have learned from reading the book.

### **Writing**

- Ask the students to write a description of one of the boats from the book.

## **Creative Extension Activities**

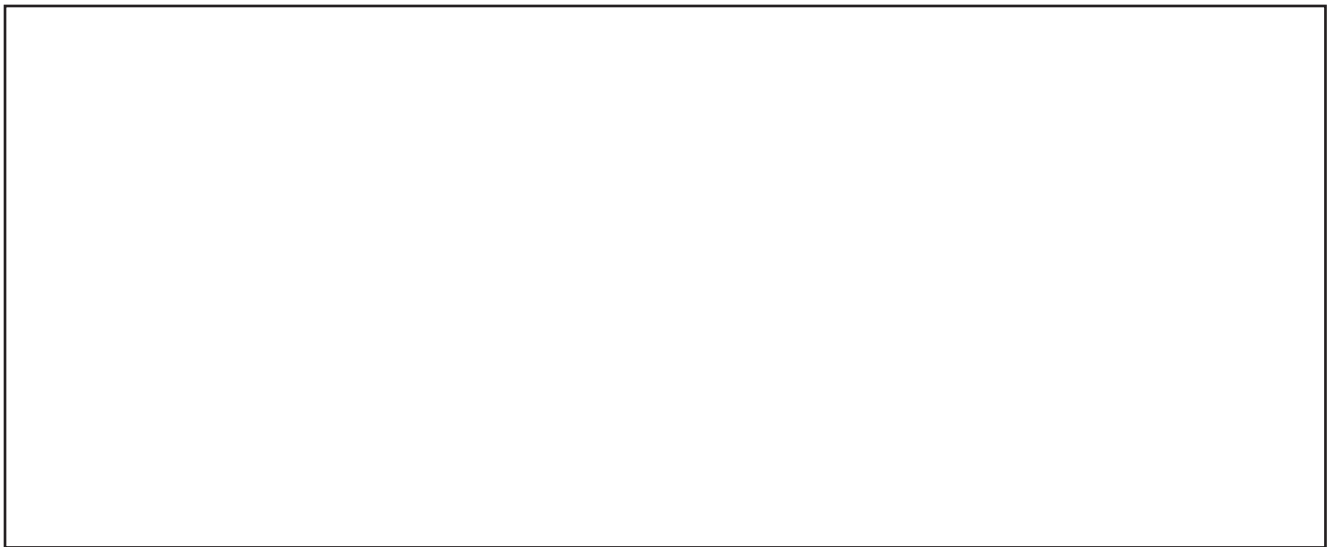
- Ask the students to design and build, using cardboard, a type of boat.
- Make a large class picture of a river. Have the students draw different types of boats to paste onto the river.

## **Independent Follow-Up Activities**

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw the boat you liked best in the book.



Complete the sentence to go with your picture.

I liked this boat best because

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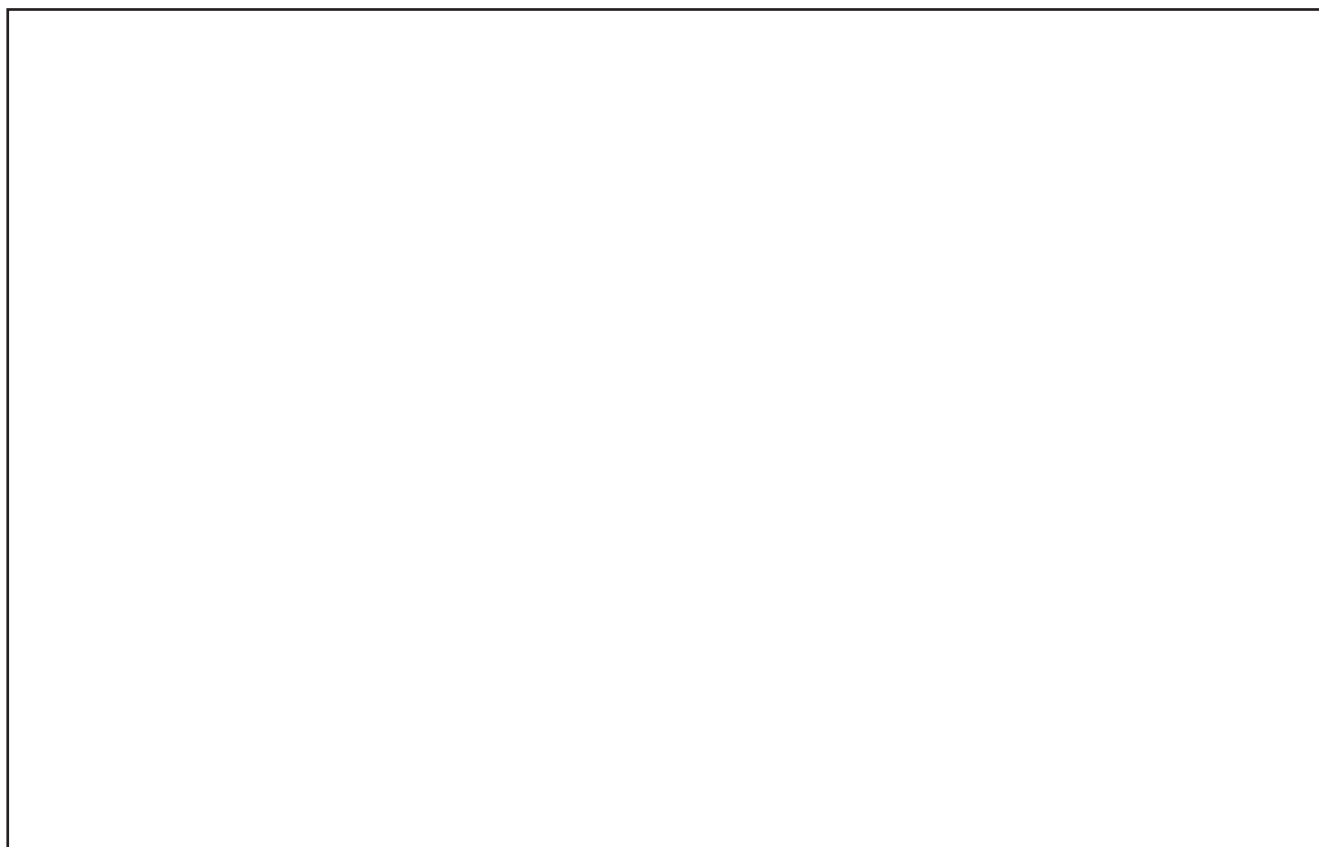
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Name: \_\_\_\_\_

Draw the boat that cars can go on.

Label as many things as you can.

Write a sentence to go with your picture.



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