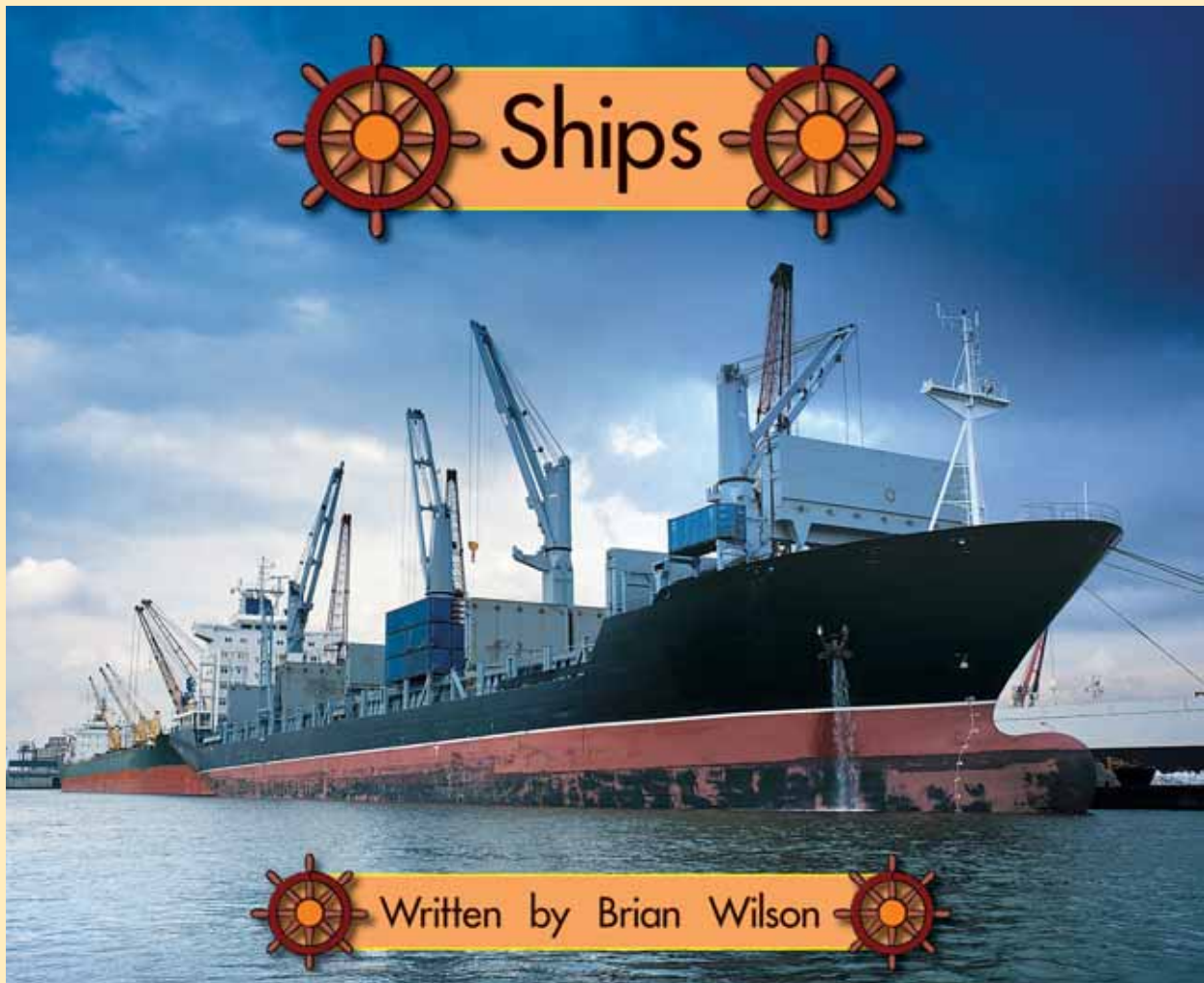




# Level 3 Book h



Level	3
Word Count	78
Text Type	Information report
High Frequency	see
Word/s Introduced	



We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

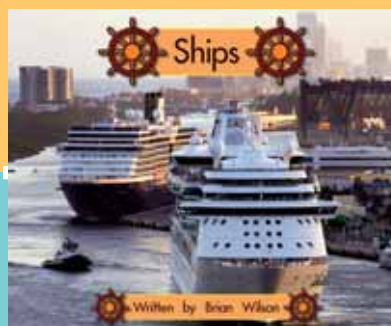
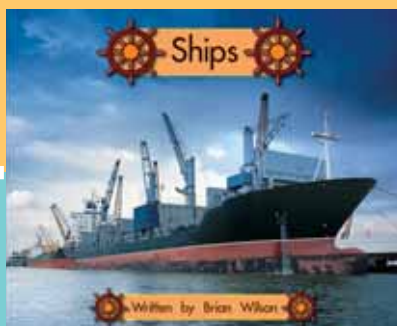
## Cover & Title Page



Invite the children to look at the cover and the title page. Ask what they think this book is about. Invite them to discuss the ships they already know and if they have been on one. Talk about their experiences.



Identify the name of the author and ask the children why it is placed here.



Using the picture, ask the children to describe what they see. Point to some details in the picture.



Read the words on the cover together, pointing to each word. Can the children identify the spoken word with the written word – one-for-one? Ask them which words they find easy and which ones difficult.

AFTER READING

BEFORE READING 2/3

Ask the children what the purpose of this ship is. Is it for carrying people or things? Let the children predict the use of the ship before reading the page.



Identify the words *cruise ship* and ask the children if they know why this ship is called a cruise ship. Ask them to put the word *cruise* in a sentence to clarify its meaning.

Ask the children to identify the question. Point to the capital letter and question mark of this sentence. See if the children can make up their own questions.

AFTER READING

BEFORE READING 4/5

Encourage the children to look carefully at this picture, pinpointing all the little details of the ship and what is on it. Then ask the children if they can guess the name of this type of ship. The cars will give the clue.



Ask the children to find out the job of this ship – they may point to the cars and the people. Praise them for referring to the picture to support their ideas.

Identify the word *This*. Ask the children to point to it as you read it out together. Why has it got a capital letter? Ask the children to think of other sentences with the word *This* in them.

AFTER READING



Ask the children to guess what type of ship this is, supporting their ideas with references to the picture.



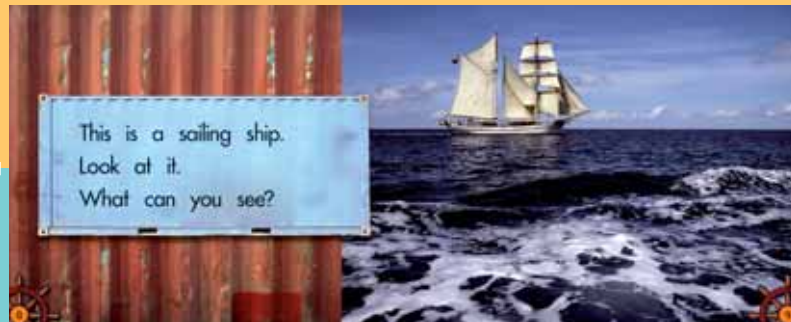
Talk to the children about their experiences on a ferry if they have been on one. Talk about how they felt and what it was like to ride on a ferry, boat, or ship. Encourage them to give reasons for their likes or dislikes.



Point to the words *is* and *a*. Ask the children to think of short sentences with these words. Then identify the punctuation – capital letter, question mark, and full stop.



Ask the children to describe this new ship. See if they can guess what it is called and what it is used for. What makes this ship different from the ships on the previous pages?



Ask the children to identify two words in the text that have the short vowel sound *a*. Encourage them to think of more words with the same sound.

BEFORE READING 10/11



Ask the children what they see in this picture and if they can guess what this ship is used for, what it carries, and what it might be called. Encourage the children to refer to the picture to support their ideas.



AFTER READING



Draw the children's attention to the words *can* and *you*. Tell them to point to them, saying them aloud one-for-one. Ask them to put the words in their own sentences.

BEFORE READING 12/13



Invite the children to describe this ship and what it might be used to carry. Ask them to identify all the different things on this ship that might give them clues as to its use.



AFTER READING



Identify the words *see* and *can* and ask the children if they can think of other sentences with the same words. Identify the punctuation used on the page.



Ask the children to identify this ship and the rough sea that it heads out in. How do the children think the people on board are feeling?



Talk to the children about getting seasick. Then ask the children if they know why people get seasick, and talk about some remedies.



Ask the children to identify the sentence *Look at it*. Identify the short vowel sounds *a* and *i*. Talk about other words with the same vowel sounds and ask the children what *look* means.



Invite the children to identify the ships in the glossary and say them aloud.



Ask the children why a picture glossary is placed at the back of the book – what use does it have?

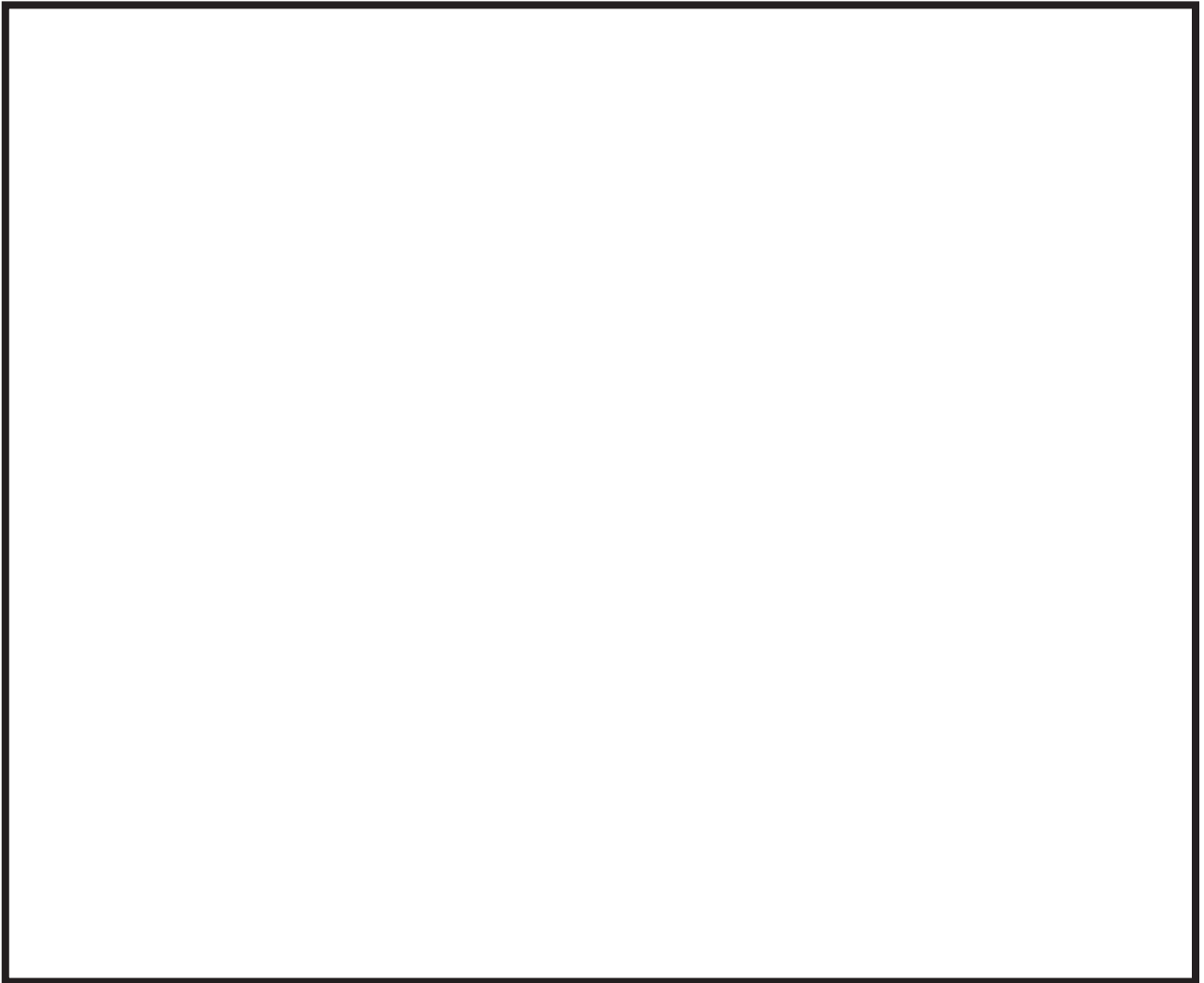


Ask the children to read through the book again and identify their favourite ships, explaining the reasons for their choice.

### 3 h Ships

Name \_\_\_\_\_

Draw your favourite ship.



Fill in the words to complete the sentences.

Look at \_\_\_\_\_.

What \_\_\_\_\_ see?

# 3 h Ships

Name \_\_\_\_\_

Cut out the words. Read them.

Paste them under the correct picture.

sailing ship

cruise ship

cargo ship

fishing ship

