



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 342

Book Summary

From a simple canoe to a flashy cruise ship, this book traces the history and development of boats used for both work and play. Photographs and illustrations support the text.

Book and lesson also available at Levels H and R.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge
- Main idea and details
- Identify vowel digraphs *oa* and *ow*
- Use comparative and superlative adjectives
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Ships and Boats* (copy for each student)
- Chalkboard and dry-erase board
- Dictionaries
- Main idea and details, comparative and superlative adjectives, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **explorers** (n.), **frames** (n.), **goods** (v.), **propellers** (n.)

Enrichment: *broad* (adj.), *engines* (n.), *oars* (n.), *paddles* (n.), *poles* (n.), *sails* (n.), *submarines* (n.)

Before Reading

Build Background

- Have students close their eyes and imagine themselves out on the water in a boat. Have them visualize the boat. Ask them to describe the boat. How big is it? Does it have sails, paddles, oars, or a motor? How many people does it hold? How fast does it go? What body of water does it float on?
- Ask students about the different kinds of boats they know of. Compile a list of familiar boats on the board, along with any other vocabulary they may suggest.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that one way to understand and remember information in new text is to connect with what they already know about the topic. Model connecting to prior knowledge.
Think-aloud: When I read a new book, I try to think about what I already know about the topic. When I look at the title of this book and the front and back covers, I think about a cruise ship I once toured. It was huge and was used a long time ago to transport people across the ocean. I remember the lifeboats that hung from the sides in case of emergency and the huge engine room in the lower part of the ship. I might read about a cruise ship like that in this book. If I do, that part will be easy for me to understand because I already know a little bit about cruise ships since I have seen one.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Write the following list of words on the board: *river, ocean, lake, stream*. Ask students to describe what these words refer to (different bodies of water). Point out that the definitions of these words helps to identify the main idea. (There are many different types of bodies of water.) The words *river, ocean, lake, and stream* are the details that support this main idea.
- Explain that sometimes the amount of information about a topic is so large that it is grouped into sections, each section with its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details.
Think-aloud: As I read page 4, all of the sentences mention something about ships and boats. This page gives information about ships and boats carrying things over water. I will underline this information. The sentences also mention that it used to be the fastest way to move things, and that they continue to get bigger and faster. Based on what I've read, I think the main idea of the introduction is: Ships and boats carry things over the water. Their design has continued to change over time.
- Write the main idea on the board. Ask students to identify the details from the book that support this main idea (carry people, carry goods, fastest way to move, and so on). Write these details on the board.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *explorers, frames, and propellers*.
- Give groups of students three pieces of blank paper. Have them write or draw what they know about each word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary contains a list of vocabulary words and their definitions.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *explorers* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 10 as you read the sentence in which the word *explorers* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- As students read the book, have them think about what they already know about ships and boats to help them understand what they're reading.

During Reading

Student Reading

- Guide the reading:** Give students their copy of the book and have them put a finger on the bottom of page 8. Instruct them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words were difficult for them. Invite them to point out parts of the book that contained information they already knew about ships and boats. Have them tell how this familiar information helped them understand what they read.
- Model connecting to prior knowledge.
Think-aloud: As I was reading, I thought about a time when my dad and I took a canoe out on a lake. We used oars to steer the boat in the water. I remember how hard it was to push my oar through the water. I thought about that experience as I read about some of the first boats. That section was easy for me to understand because I was thinking about what I already knew.
- Model identifying the main idea and details.
Think-aloud: As I started reading the section titled "Early Ships and Boats," most of the sentences mentioned something about the first ships and boats. I read that they used to be made out of logs and that people used poles to push them. I will underline this information. I also read that other boats used oars and that later on people began making boats with wooden frames. I will underline this information, too. Based on what I've read, I think the main idea of the section so far is: The construction of boats and oars has changed over time.
- Write the main idea on the board. Ask students to identify details that support this main idea (first made of logs, poles to push, oars push the water, and so on). Write these details on the board.
- Check for understanding:** Have students read pages 9 and 10. Invite them to point out parts of the book that contained information they already knew about ships and boats.
- Explain to students that they have just finished reading the second section of the book, "Early Ships and Boats." Point to the board where the details were written from pages 5 through 8. Invite students to continue sharing the important details about the section. Write these details on the board (sails move boats, catch the wind, carried people around the world, and so on). Reread the main idea on the board, and ask students if they think it still describes the entire section. Discuss their ideas and confirm or refine the main idea as necessary.
- Have students read the remainder of the book. Remind them to think about what they already know about ships and boats to help them understand what they're reading.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that relating new information to what students already know helps them stay actively involved in the reading while allowing them to concentrate on new information.
- Invite students to tell how connecting to prior knowledge helped them as they read. Have volunteers share examples.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book.
- Have students reread pages 11 and 12, looking for the main idea of the section. Point out that the section title helps to identify the main idea (modern ships and boats). Write the main idea on the board. Have students work with a partner to identify the supporting details of the section.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). Explain that they will be writing the main idea and supporting details of the final section on their worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the history of ships and boats. Now that you know this information, what do you think about how ships and boats look today? How have they changed over time?

Build Skills

Phonics: **Vowel digraphs oa and ow**

- Explain to students that you are going to say words out loud as part of a listening game. Explain that you want them to listen for words that contain the long vowel /o/ sound, as in the word *boat*. If they hear the long vowel /o/ sound, they should clap their hands.
- Say the following groups of words, one at a time: *coat, pie, goat, paint, rope; dime, ghost, note, crow, kite; cake, hole, nose, bee, phone; meat, game, soap, foam, toad*.
- If students clap their hands after a word that does not contain the long vowel /o/ sound, ask them to listen again as you say the word. Emphasize the vowel sound by extending it.
- Write the word *boats* on the board. Have students find the word on page 4 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (long vowel /o/ sound). Circle the *oa* in the word and explain that in some words two vowels together, called a *vowel digraph*, make one sound. The first vowel in the digraph usually represents its long sound. Have students brainstorm additional examples of *oa* words and have them write the words on the board (*float, goat, coat, soap, soak*).
- Write the word *row* on the board and have students identify the vowel sound (long vowel /o/ sound). Circle the *ow* and explain or review that *ow* is another common spelling for the long vowel /o/ sound. Ask students if they can think of other words that follow the same pattern. Have them write the words as examples under *row* (*crow, grow, mow, snow, throw*).

Grammar and Mechanics: **Comparative and superlative adjectives**

- Have students explain what *adjectives* do (describe nouns or pronouns). Review that an adjective describes *which one, how many, or what kind* of something. Have students turn to page 7 and identify all of the adjectives (*wooden, animal*).
- Review that when two or more things are compared, similarities and differences are identified. Hold up two pencils of different lengths and ask students to compare them. Ask students to identify words used to compare sizes of two things (*long, short, tall, small, thick, thin, and so on*). Ask a volunteer to use the word *long* to compare one pencil with the other. (*The red pencil is longer than the yellow pencil.*) Write this example on the board under the heading *Comparative Adjectives*. Explain that the *-er* added to *long* makes it the comparative form of the word. Explain that comparative adjectives compare *two* things.
- Add a third pencil, longer or shorter than the others. Ask students for examples of how to compare all three pencils (for example, *the blue pencil is the longest*). Write this sentence on the board under the heading *Superlative Adjectives*. Discuss how adding *-est* to *long* makes it the superlative form of the word. Explain that superlative adjectives compare *more than two* things.



Check for understanding: Have students circle the comparative adjective on page 8 (*larger*). Ask them what two things are being compared (frame boats and log boats). Then have them think of the superlative adjective for *large* (*largest*).

- **Independent practice:** Introduce, explain, and have students complete the [comparative-and-superlative-adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Explain to students that they must look at the first letter of each of the two words and then decide which word begins with the letter that comes first in the alphabet. Point to the alphabet posters in the classroom and remind students that they can refer to a poster or sing the alphabet song in their mind when deciding which word comes first alphabetically.
- Write the alphabet on the board. Write the words *ship* and *boat* under the alphabet. Have a volunteer explain which word would appear first in alphabetical order (*boat*) and why (because *b* comes before *s* in the alphabet). Circle the *b* and *s* on the board and compare their location within the alphabet. Erase the circles when the discussion is finished.
- Write the words *oar* and *paddle* on the board. Have a volunteer explain which word would appear first in alphabetical order (*oar*) and why (because *o* comes before *p* in the alphabet). Circle the *o* and *p* on the board and compare their location within the alphabet. Erase the circles when the discussion is finished.
- Write the words *sail* and *ship* on the board. Point out that the words begin with the same letter (*s*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*sail*, because the second letter, *a*, in *sail* comes before the second letter, *h*, in *ship*).
- **Check for understanding:** Write the words *fishing* and *frames* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers aloud.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students explain to someone at home how connecting to prior knowledge helped them as they read.

Extend the Reading

Informational Writing and Art Connection

Have students select a boat or ship to research further. Provide print and Internet resources. Write the following questions on the board for students to use as guides: *How does the boat move? Who uses the boat? What materials are used to make the boat?* Have students include a detailed illustration of the boat or ship they researched and display it with their research notes attached.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository report writing.

Science Connection

Reading *Ships and Boats* may naturally connect to a lesson on sinking, floating, and surface water tension. Have students bring in an item from home that is no bigger than their hand. Provide students with a grid to keep track of their information and have them predict which items will float and which will sink. As a class, conduct the sink-and-float experiment and discuss the results.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the reading strategy of connecting to prior knowledge to understand informational text during discussion
- accurately identify the main idea and supporting details to better understand the text through discussion and on a worksheet
- correctly identify and discriminate the vowel digraphs *oa* and *ow*
- consistently identify comparative and superlative adjectives during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**