



About the Book

Text Type: Fiction/Personal Narrative Page Count: 22 Word Count: 3,861

Book Summary

Crew member Will Reynolds tells of the voyage of *The Endeavour* from England to the Pacific Ocean to map the coasts of New Zealand and Australia. Along the way, the ship runs aground on a coral reef. If not for the imaginative thinking of one of the crew, all might have perished. Instead, the ship was kept afloat until Captain James Cook found a safe harbor where repairs could be made. Told in first-person narrative, *The Reef* is a suspenseful, engaging story.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize events and characters in order to understand text
- Identify and analyze the parts of a plot
- Identify and use prepositional phrases
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*The Reef* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Analyze plot, prepositional phrases, synonyms 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: **esteemed** (adj.), **lieutenant** (n.), **poisonous** (adj.), **salvage** (adj.), **superstitious** (adj.), **survey** (v.)

Enrichment: **ashore** (adv.), **naturalist** (n.), **rigging** (n.),

Before Reading

Build Background

- Have students tell what they know about the Pacific Ocean, coral reefs, and explorers who sailed during the 1700s.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what the author may want us to know.

- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Point out that this book does not have a table of contents. Explain that because the book is written as a journal, or diary, a table of contents isn't needed.

Introduce the Reading Strategy: **Visualize**

- Explain to students that one strategy readers use to understand what they are reading is to make pictures in their minds as they read. Visualizing, or making pictures, of events in a story helps them remember what they are reading.
- Model how to visualize.
Think-aloud: While I read, I am going to think about the words and illustrations in the book. I will use them to visualize, or make a picture in my mind, of what I am reading. As I continue reading, the pictures I have made in my mind will help me to remember the characters and events in The Reef.
- Have students preview the rest of the book, looking at the illustrations.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Write the following vocabulary words on the board: *poisonous*, *salvage*, and *superstitious*.
- Explain that these words can be found in the text and that knowing what they mean will help students better understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a blank piece of paper and have them write or draw what they know about the word and create a definition using prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *poisonous* in the dictionary. Invite a volunteer to read the definition for *poisonous*.
- Have students turn to page 4 in the book and read the sentence in which the word *poisonous* is found. Have students confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read the book, remembering to visualize the characters and events as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read the first two journal entries (April 1 and April 5). Encourage them to visualize the characters and events. Encourage them to go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students to tell how they visualized, or imagined, Will Reynolds, using as much detail as possible so other students can visualize.
- Reinforce unfamiliar vocabulary by using words such as *scurvy*, *marmalade*, and *raising anchor* in the discussion.
- **Think-aloud:** *It was easy to visualize life on the Endeavour. The author describes the sailors' activities using details about what they eat and see. I want to read more to find out what happens next to Will Reynolds. I wonder if he'll ever see his daughter, Chelsey, again.*
- Have students read the remainder of the book. Remind them to visualize the new characters, what is happening, and what they think might happen next.



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

- **Think-aloud:** *I didn't have trouble visualizing Will Reynolds and the crew of The Endeavour because the author provided many descriptive words that told about the characters, settings, and events in the book. I was able to feel the tension build to the climax, and I was quite relieved when the ship was freed from the reef.*
- Have students share other visualizations they had while reading. Reinforce how visualizing as they read keeps them involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Analyze plot**

- **Discussion:** Explain to students that making predictions based on the information in the book is one way to connect to the characters, setting, and plot in *The Reef*.
- **Introduce and model:** Review or explain that most books include four story elements: *setting*, *characters*, *plot*, and *theme*. Remind students that these are what the author uses to make the text interesting. Explain that some authors focus on one element more than another, but most books contain all four.
- Write the word *plot* on the board. Review or explain that the *plot* is made up of the events that happen in the book. Explain to students that there are five parts that make up the plot.
- Explain each of the following:
 1. *Introduction: Usually describes the setting and characters.*
 2. *Rising Action: Introduces the problem and explains how the character plans to solve it.*
 3. *Climax: The most exciting part of the text, in which the problem is solved.*
 4. *Falling Action: Tells what happens as a result of the character's solution to the problem.*
 5. *Resolution: Ties up loose ends at the end of the story.*
- **Check for understanding:** Have students name the setting and characters in the book. Write the information on the board under the word *Introduction* (*The Endeavour*, Will Reynolds, Captain Cook, Mr. Banks, and the crew.) Have students name one of the first problems in the story (The crew needs fresh water to drink). Write the problem on the board under *Rising Action*.
- **Independent practice:** Introduce, explain, and have students complete the [analyze plot worksheet](#). If time allows, discuss their responses.




Extend the discussion: Instruct students to use the last page of the book to write whether or not they think this story is believable and to explain why or why not.

Build Skills

Grammar and Mechanics: **Prepositional phrases**

- Write the following sentence on the board: *We set sail from Plymouth, England.* Point to the word *from*. Ask students to explain what information this word provides (where the crew sailed from).
- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where*, *when*, *how*, *why*, and *with what* something happens.
- Explain that a *phrase* is a short group of words, and that a *prepositional phrase* is a group of words beginning with a preposition and ending with a *noun* or *pronoun*. Write the following list of prepositions on the board: *about*, *above*, *across*, *after*, *along*, *among*, *around*, *at*, *before*, *behind*, *below*, *beneath*, *beside*, *between*, *by*, *during*, *from*, *in*, *of*, *on*, *out*, *through*, *under*, *upon*, *with*, and *without*.
- Reread the sentence on the board. Point out the prepositional phrase (*from Plymouth, England*).


- Write the following sentence from page 7 on the board: *Mr. Banks tried to net the creature that was chasing the fish but without success.* Point to the word *without*. Have a volunteer explain how the preposition is used in this sentence. Ask a student to come to the board to circle the prepositional phrase (*without success*).

 **Check for understanding:** Have students review page 14 of the text. Ask students to underline the prepositional phrases and circle the preposition. On the board, write the prepositional phrases students identify in the book. Discuss the type of information each prepositional phrase provides (how, when, why, and so on) and how each one links the words in the sentence.

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

Word Work: **Synonyms**

- Write the word *collect* on the board and then read the third sentence on page 4 of the book. Ask students to suggest a word that means almost the same thing (*gather*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Ask students why the use of synonyms is important in writing (they help to describe something in the text, they make the writing more interesting and varied, and so on). Have students provide examples that support their thinking from page 4 (for example, *friendly* instead of *nice*, *welcome* instead of *good* and so on).
- Have students turn to page 5 and locate the word *terrible* in the second paragraph. Write the word on the board and ask students to create synonyms for the word *terrible*. Record their responses on the board.

 **Check for understanding:** Ask students to turn to page 7 and circle the word *large* in the second paragraph. Ask students to think of a synonym for the word *large*. Have students rewrite the sentence and replace the word *large* with a synonym on a separate sheet of paper. Repeat this process with the word *bad* in third paragraph on page 7.

- **Independent practice:** Introduce, explain, and have students complete the synonyms worksheet. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to 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.

Extend the Reading

Writing Connection

Have students write a letter from Will Reynolds to his daughter, Chelsey. Have them describe what life on *The Endeavor* is like; how he feels about being away from her; what he has seen; and how he feels about Captain Cook, Mr. Banks, and the crew. Bind students' letters in a book titled *Letters to Chelsey*.

Social Studies Connection

Provide print and Internet resources for students to research Captain Cook's voyages. If possible, provide a large world map on which students can mark Cook's trips with colored markers. Have them write descriptions of the voyages on 3 x 5 index cards. Have them list the name of each ship, when and where the voyage began, when it ended, the number of men on board, and any other interesting information they can find.

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 strategy of visualizing to understand and remember events and characters in the book during discussion
- accurately identify the five parts of a plot during discussion and on a worksheet
- correctly identify prepositional phrases during discussion and on a worksheet
- correctly identify and use synonyms during discussion and on a worksheet

Comprehension Checks

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