

Focus Question:

What makes shipwrecks interesting?

Book Summary

Text Type: Nonfiction/Informational

Working on a ship is one of the world's most dangerous jobs. Savage weather, hidden rocks and reefs, and the vastness of the sea make for unpredictable conditions, so it is no wonder that the seafloors are littered with more than three million shipwrecks. *Mysterious Shipwrecks* offers a detailed look at several fascinating shipwrecks around the world. The book can also be used to teach students how to make inferences and draw conclusions as well as to identify adjectives. The book and lesson are also available for levels V and Z1.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by graphics
- ☐ Recognize and use adjectives
- ☐ Identify and use content vocabulary

Materials

- ☐ Book: *Mysterious Shipwrecks* (copy for each student)
- ☐ Make inferences / draw conclusions, adjectives, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

• Words to Know

Story critical: *aground* (adv.), *capsized* (v.), *investigators* (n.), *maritime* (adj.), *salvage* (n.), *shipwrecks* (n.)

Enrichment: *artifacts* (n.), *fleet* (n.), *hull* (n.), *navigational* (adj.), *supernatural* (adj.), *treachery* (n.)

- **Academic vocabulary:** *device* (n.), *estimate* (v.), *include* (v.), *position* (n.), *remain* (v.), *usually* (adv.)

Guiding the Reading

Before Reading

Build Background

Write the word *shipwreck* on the board and have students read it aloud. Invite volunteers to share what they know about shipwrecks. Point out that a shipwreck is a sunken or destroyed ship. Place students into small groups and provide each group with a piece of chart paper. Explain to students that they will pretend to be investigators, people who carry out detailed examinations in order to determine the facts about a situation. Provide each group with an image of a shipwrecked boat. Have students work in their groups to formulate questions and answers regarding the details of the shipwreck, such as the cause of the wreck, what happened to the passengers, and so on. Invite each group to share their investigations with the class.

Introduce the Book

- Give students their copy of *Mysterious Shipwrecks*. 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 (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read it helps them sequence and organize the events described in the book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *who*, *what*, *when*, *where*, and *why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details. Point out that a summary may include the entirety of the book or simply a section or chapter of a book.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Make inferences / Draw conclusions

- Explain to students that not all information in a book is directly stated. Sometimes readers need to make inferences and draw conclusions using details in the book. Point out that an inference is a conclusion drawn by readers that connects clues in the text to information they already know. Discuss how making inferences during reading allows readers to understand ideas in a text on a deeper level.
- Ask students to turn to the table of contents on page 3. Point out the section titled "The Long Hunt for HMS *Erebus* and HMS *Terror*." Ask students to make an inference about this section. Explain that this title points to the fact that it took a long time to find these boats and that people were willing to put forth the effort and time to do so. Discuss how, on the basis of this information, we can infer that there must be great intrigue or even mystery surrounding the disappearance of these ships.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about mysterious shipwrecks. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why are people fascinated by the shipwreck found near Antikythera?* (level 1) page 5
- *Why is the cargo ship Mary Celeste referred to as a "ghost ship"?* (level 1) page 7

- *What was the Franklin Expedition, and what happened to its members?* (level 2) pages 8 and 9
- *How are the losses of the HMS Victory and the SS Valencia similar? How are they different?* (level 2) pages 6, 10, and 11
- *Why do you think many people believe that supernatural powers are involved in the disappearance of some ships?* (level 3) multiple pages
- *Why is working on a ship one of the world's most dangerous jobs?* (level 3) multiple pages
- *Why does the author state that all shipwrecks have some mystery? Do you agree? Why or why not?* (level 3) multiple pages

Text Features: Graphics

Have students turn to page 14 and locate the supplemental text box labeled "Freak Waves." Point out that the additional text is provided by the author to expand upon and clarify the information discussed in the book. Ask a volunteer to explain what information the author is conveying through this graphic. Point out that such features are often present in nonfiction books. Have students discuss the following questions with a partner: *Why did the author include information about rogue waves on this particular page? How does this additional information help you better understand the mystery surrounding the SS Edmund Fitzgerald?* Have students share their discussions with the class.

Skill Review

- Remind students that a summary of a book or section of a book describes only the most important events and details. Have students work in groups to reread and create an oral summary of the section "There and Gone: SS *Edmund Fitzgerald*." Direct them back to the chart on the board and review that a summary often includes the *who*, *what*, *when*, *where*, and *why*. Invite students to share their summary with another group and have students give a thumbs-up signal if the summary addresses the most important details of the section.
- Have students work independently to create a written summary of the book in its entirety, referring to the information on the board. Then, have students work with a partner to exchange summaries and provide feedback.
- Model making inferences and drawing conclusions. **Think-aloud:** *As I read about various shipwrecks and the mysteries surrounding each one, I am aware of the details provided by the author, and I am also aware of the information that is not in the text but that I can infer. By making inferences and drawing conclusions about the text, I am able to gather much more information about the topic than what is stated in the text. For example, as I read about the HMS Victory, I learned that some of the ship's remains*

Guiding the Reading (cont.)

were discovered in 2008. The author states: The salvage company and British government worked together to respectfully retrieve valuables from the wreck. On the basis of this information and the use of the word respectfully, I can infer that both the salvage company and the British government felt that it was important to honor the history of the ship and those who died in the wreck. Although the author does not state this directly, I can use the details in the text to make inferences and draw conclusions.

- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the book and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences with a partner.

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.

Skill Review

Graphic Organizer:

Make inferences / Draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but responses may include the following: *Shipwrecks interest many people because there is often mystery surrounding each wreck, such as what happened to the crew and passengers, how the ship sank, what happened to missing parts of the boat, and so on. These mysteries keep people guessing and build intrigue.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics: Adjectives

- Have students look at the illustration on page 6. Ask them to create a list of words that describe the image

of the HMS *Victory*. Have volunteers share the words they came up with and write the words on the board.

- Point out that the words they just listed are called **adjectives**. Explain that adjectives are words that describe nouns and pronouns and that an adjective tells which one, how many, or what kind.
- Write the following sentence on the board: *They were caught in a fierce storm in the English Channel.* Have students work with a partner to identify the adjective in the sentence and the noun or pronoun it describes. Then have students determine whether the adjective describes *which one, how many, or what kind*.
- **Check for understanding:** Have students work independently to reread pages 8 through 11 and circle all the adjectives and underline the nouns or pronouns they describe. Then, have them identify whether each adjective answers *which one, how many, or what kind*. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Content vocabulary

- Explain to students that many of the words they read in *Mysterious Shipwrecks* will help them understand why people are so intrigued by shipwrecks. Point out that the vocabulary words will also help them understand the causes of some of the wrecks and how people address the mysteries surrounding them.
- Have students turn to page 11 and locate the word **supernatural**. Point out that the word is in boldface print because the author feels it is important for the reader to understand the meaning of the word **supernatural**. Have students turn to a partner and locate the part of the text that helps define the word. Point out that oftentimes the author will either provide a direct definition of a boldface print word or will give clues as to its meaning.
- **Check for understanding:** Write the following words on the board: *artifacts, hull, fleet, treachery*. Invite students to work in small groups and provide each group a piece of chart paper. Have them fold the chart paper into four sections and label each section with one of the content vocabulary words on the board. Have students draw or write a definition for each word and then share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.