



### About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 169

#### Book Summary

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play.

Book and lessons also available at Levels K and R.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge


#### Objectives

- Connect to prior knowledge to understand text
- Identify the main idea and supporting details
- Discriminate medial long vowel /o/ sound
- Identify vowel digraph oa
- Use comparative adjectives
- Place words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*Ships and Boats* (copy for each student)
- Chalkboard or dry erase board
- Dictionary
- Main idea and details, comparative 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 interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *could, many, over, were, with*
- Content words:
  - Story critical: **coasts** (n.), **frames** (n.), **goods** (n.), **oars** (n.)
  - Enrichment: *bark* (n.), *logs* (n.), *motors* (n.), *paddles* (n.), *poles* (n.), *sails* (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 and describe it. Ask: *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 on the board of familiar boats, along with any other vocabulary students suggest during the discussion.

## Preview the Book

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Ships and Boats*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author'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 it 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.*
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- 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**

- Explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to students. Write the following words on the board: *canoe, sailboat, fishing boat, cruise ship*. Ask students to describe what these words refer to (different types of boats and ships). Point out that the definitions of these words helps to identify the main idea. (There are many different types of ships and boats.) The words *canoe, sailboat, fishing boat, and cruise ship* are 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, and each section has its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details.  
*Think-aloud: As I read page 4, both 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 water transportation was once the fastest way to move things. Based on what I've read, I think the main idea of the introduction is: Ships and boats carry things over the water and used to be the fastest way to move things.*
- 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). Write these details on the board.

### Introduce the Vocabulary


- Write the following words from the content vocabulary on the board: *oars, coasts, and frames*.
- 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 *oars* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 6 as you read the sentence in which the word *oars* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words using the glossary and, for some words, a dictionary.

### 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 and to help them identify the main idea.

### During Reading

#### Student Reading

- Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - 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 of the book was easy for me to understand because I was thinking about what I already knew.
  - 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 the familiar information helped them understand what they read.
  - Have students read pages 5 through 8. Have them think about the main idea and details on those pages as they read.
  - Model identifying the main idea and details.  
*Think-aloud:* As I started reading the section titled "Early Ships and Boats," I noticed that 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: Boats and the ways they move have 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 use what they already know about boats and waterways to help them understand new information as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### 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 or remind students that thinking about what they already know helps them stay actively involved in reading and helps them understand and remember new information.

## Lesson Plan *(continued)*

## Ships and Boats

- Invite students to tell how connecting to prior knowledge helped them as they read. Have volunteers share examples.
- **Think-aloud:** *When I read page 4, I was at first confused by the word goods. Then I thought about the large ships that I saw growing up in Michigan. Those ships were used to transport all kinds of products, such as cars, fuel, and coal. I think that goods means products.*

### 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 through 13, looking for the main idea of the section. Point out that the section title helps to identify the main idea (ships and boats today). Write the main idea on the board.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). Explain that they will be writing the supporting details of this 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? How might they change in the future?

### Build Skills

#### Phonological Awareness: **Long vowel /o/ sound**

- Tell students 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 /o/ sound, as in the word *over*. When they hear the long /o/ sound, they should clap their hands.
- Say the following groups of words, one at a time: *boat, note, paint, rope; dime, ghost, crow, kite; ship, hole, nose, bee, phone*.
- If students clap their hands after a word that does not contain the long /o/ sound, ask them to listen again as you say the word. Emphasize the vowel sound by extending it.
- **Check for understanding:** Repeat the process with the following words: *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 /o/ sound, ask them to listen again as you say the word. Emphasize the vowel sound by extending it.

#### Phonics: **Vowel digraph oa**

- 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 /o/). Circle the *oa* in the word and explain that in some words two vowels together, called *vowel digraphs*, make one sound. The first vowel in the digraph usually represents its long sound.
- **Check for understanding:** Have students brainstorm additional examples of *oa* words and have them write the words on the board (*float, goat, coat, soap, soak*).



**Independent practice:** Have students locate and circle all the words in the book that contain an *oa* digraph. Have them compare and read the words with a partner.

#### Grammar and Mechanics: **Comparative 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 the adjective (*wooden*).

## Lesson Plan *(continued)*

## Ships and Boats

- 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 the *comparative* form of *long*. Explain that comparative adjectives compare *two* things.
- **Check for understanding:** Have students identify the comparative adjective on page 8 (*larger*). Ask them what two things are being compared (frame boats and log boats).
- **Independent practice:** Introduce, explain, and have students complete the [comparative 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 pair of words and then decide which word begins with the letter that comes first in the alphabet. Remind students that they can refer to the alphabet song in their mind when deciding which word comes first alphabetically.
- Write or project 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.
- **Check for understanding:** Write the words *motors* and *sails* 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

- Allow 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 them identify the main idea and details of the book to someone at home.

## Extend the Reading

### Writing and Art Connection

Brainstorm with students a list of the types of boats and ships in the book and any others they know. Provide print and Internet resources to add more types to the list. Have students select a boat or ship to research further. 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 create 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 informational 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 them 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:**

- use the reading strategy of connecting to prior knowledge to understand text during discussion
- identify the main idea and supporting details to better understand text in discussion and on a worksheet
- identify and discriminate the long vowel /o/ sound during discussion
- identify vowel digraph oa during discussion and in text
- use comparative adjectives during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

### Comprehension Checks

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