

Lesson Plans

Early
reading stage

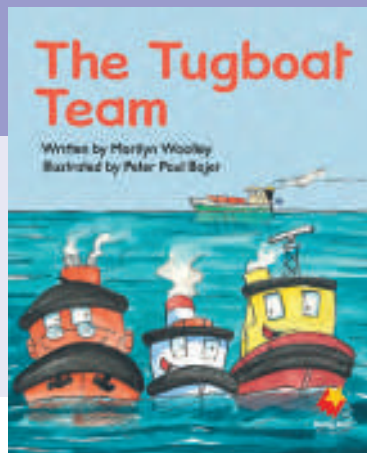
Level 10



Big Ships Need Tugboats is a report about how small tugboats guide big ships in to and out of the docks.

Running words: 203

Text type: Report



In *The Tugboat Team*, three little old tugboats find out that if they work as a team they are not too little or too old to help big ships.

Running words: 239

Text type: Narrative

High-frequency words

New: by from if long or other very when work

Key vocabulary

around back boat/s bumped bumping close dock first help hit hitting holds leave meet need pads rocks ropes sea second ship/s soft strong team third three tug tugboats tugged two yellow

Phonics

- Identifying “sh” as in *ship*
- Identifying “ck” as in *dock, back*

Text features

Big Ships Need Tugboats
The Tugboat Team

- Labelled photographs; diagrams
- Repetitive pattern; dialogue

Reading strategies

- Reading diagrams to add meaning
- Self-monitoring when reading

ELL support	Key concepts	Curriculum links
• Students can develop vocabulary related to past tense (tugged, sat, said, bumped, got, saw).	• Large vehicles are difficult to manoeuvre in water. • When people cooperate and work as a team, they achieve more than they could on their own.	• Science: Physical sciences – pushing and pulling • Civics and citizenship: Cooperation and team work

Lesson 1 Big Ships Need Tugboats



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Give each student a copy of the book *Big Ships Need Tugboats*. Ask students to look at the photograph. Ask: *Where do you think the big ship is going? Why might the little boat be nearby? Have you ever seen ships like these?* Explain that the little boat is called a tugboat. Ask: *What do you think a tugboat does?* List the students' responses on the board.

★ Support students by pointing out the big ship and the little ship. Talk about how the terms “boat” and “ship” can be used in the same way.

Vocabulary building

★ Use the diagrams and labelled photographs in the book to introduce the words *dock*, *ropes* and *soft pads*. Write each term on the board. Say: *The dock is the place where a big ship comes to after being at sea. Strong ropes help the ship to stop. Tugboats have soft pads that they use to bump the big ships with so they get close to the dock.*

Introducing the book

Say: *This book tells us about why big ships need tugboats. Tugboats are only small but they are very strong and are able to help big ships come in safely to the dock.* Ask students to turn through the book. Talk about what is happening in the pictures while introducing any challenging language (strong, team, dock, soft pads). Focus on the diagrams. Ask: *What do these pictures tell us?* Point out the use of arrows and emphasis marks to indicate direction and movement.

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students are reading the information in the diagrams. Say: *Authors use diagrams to help us make sense of what we are reading. What does the diagram on page 6 show you?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.

How do big ships come in to the dock? (Literal)

Why don't the big ships need the tugboats when they are out at sea? (Inferential)

Why are tugboats important? (Synthesising)

How would the author have learned the information she used to write this book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You were making sense of the words by looking at the diagrams. Well done.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Encourage students to work in cooperative groups to make a soundscape to accompany them as they read the book. For example, students could shake water in a bottle to make sea noises. They could make engine noises with their voices and hit blocks together to suggest stopping the big ships from hitting the dock.

Word work

Phonemic awareness and phonics

Invite students to list words from the book and other familiar texts that have the /sh/ sound. These could be written and or illustrated on a large cardboard ship.

Exploring words

Students could play word bingo with the word cards from the Blackline master (BLM). Provide two sets of cards (use different coloured paper to differentiate sets) and a cloth bag. Evenly divide one set between the students and place the second set in the cloth bag. One student could be the caller, taking one card at a time from the bag. If the word matches one in a student's hand, the student turns that card over. The first student to turn all his/her cards over wins.

Writing

Modelled writing

★ Ask students to discuss what they have learned about tugboats. Make a list of “tugboat facts”. Invite students to contribute to the list, using their knowledge of high-frequency words. For example, ask: *Who can write are on our list?* Encourage students to identify sounds within words. For example, say: *We need to write the word strong. Who can hear the sounds in strong? Who can write those letters on the chart?*

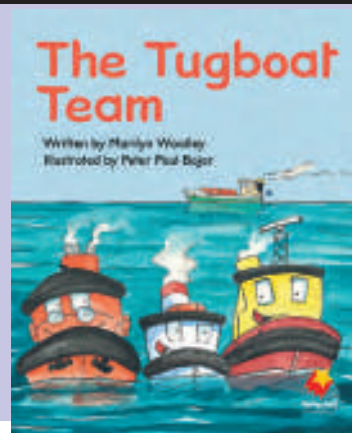
Independent writing

Ask each student to make a labelled diagram that shows how tugboats help big ships.

Sharing and presenting

Ask students to share their diagrams with a partner. Discuss the information they show. Students could perform their soundscapes for the class.

Lesson 2 The Tugboat Team



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students should form two or more teams of four people. Give each team a balloon. Have teams compete to keep the balloon in the air using only their breath. Play this game several times. Ask: *How did being in a team make this activity easier to do? What did you do to make sure that you worked as a team?* Review the book *Big Ships Need Tugboats*. Ask: *How does working as a team help tugboats to do their work?*

Vocabulary building

★ Write the words *tugged* and *bumped* on the board. Say: *These are two of the action words, or verbs, in the book.* Ask students to work with a partner to show what it means to tug and bump something.

Introducing the book

Give each student a copy of the book. Say: *This book tells a story about two tugboats that thought they were too old or too small to help a big ship come in to the dock. But the third tugboat did not agree. He said that if they worked as a team they could help the big ships.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask students to make simple folded paper boats. These can be used to dramatise the book while reading aloud. Students could work in groups to practise the story.

Word work

Phonemic awareness and phonics

Write “dock” and “back” on the board. Underline the “ck” in each word. *What sound do these letters make in these words?* Ask students to look for and list other words with this letter combination.

Exploring words

Cut up the cards from the BLM. Give each student a word card and ask them to write a sentence from the book using this word. Then students could play “guess my word”. To play, each student chooses one of the words from his/her sentence (not the word on the card) without revealing it. Students then take turns to suggest a letter that may be in the word until they have found the correct word.

Writing

Modelled writing

★ Ask students to talk about what the tugboats learned. Write these ideas on a chart. Invite the students to contribute to the chart, using their knowledge of high-frequency words and sounds within words. For example, say: *We need to write the word work. Who can hear the sounds in work? Who can write those letters on the chart?*

Independent writing

Ask each student to pretend they are one of the tugboats and to write about what happened in the story from this point of view.

Sharing and presenting

Share and discuss the student’s comics. *How are they the same as the book? How are they different?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students are monitoring their own reading. As they pause or correct an error, ask: *What did you notice? How did you know that word was wrong?* Support students by saying: *You read _____. Is that right?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Why did the first little tugboat say he couldn’t help the big ship? (Literal)

Why did the first and second little tugboats change their minds about being too old or too little? (Inferential)

How do teams help get jobs done? (Synthesising)

Are teams always the best way to get jobs done? Why? Why not? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You noticed when you made a mistake and tried to fix it up. That’s what good readers do.*

Talk about the pair

Ask: *What did you learn from reading these books? Does it matter how big you are? Are there times when it is useful to be*

small? How does working in a team help you to get things done? Students can work further with these books by completing the Activity card.

Blackline master

Tugboat words

Cut out the cards below. Stick them on a blank piece of paper and draw a picture to match each word.



tugboat	big ship	ropes
dock	safely	soft pads
sea	holds	strong
hitting	stop	bumping

Assessment

Can the student refer to the text to find specific information?

Can the student understand factual information he/she reads in the text?

Activity card

Ships and tugboats

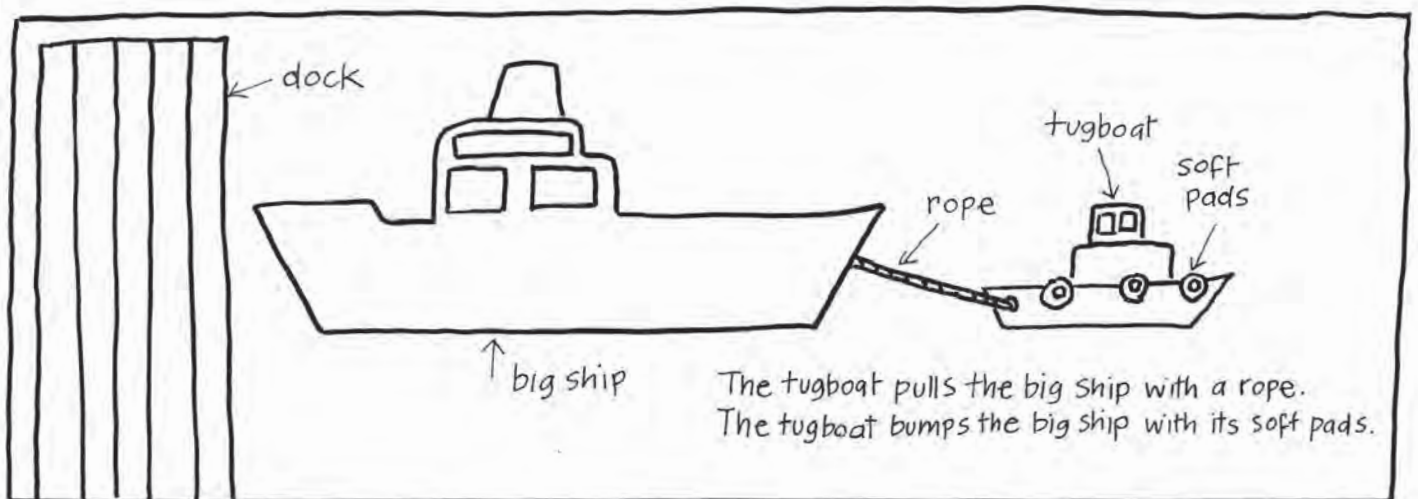


You will need: paper, glue, felt-tip pens.

What to do:

1. Make two paper boats – one big and one small.
2. Stick the boats onto a large sheet of blue paper.
3. Add labels and captions to show how a tugboat can help a big ship into the dock.

Example:



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