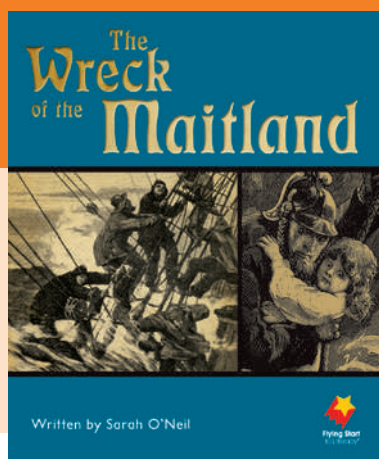


Lesson Plans

Transitional
reading stage

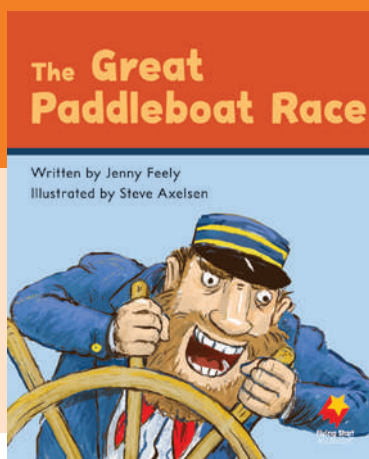
Level 13



The Wreck of the Maitland recounts the story of a paddleboat that was caught in a storm and wrecked. It focuses on the amazing survival of one-year-old passenger, Daisy.

Running words: 306

Text type: Recount



The Great Paddleboat Race is a story about two paddleboat captains who race each other to see which of their boats is the best.

Running words: 300

Text type: Narrative

High-frequency words

New: back big call(ed) could girl him into left let('s) never next night people red water who year

Key vocabulary

bay captain coast crew mascot paddleboat paddled race rocks rope sailed sea ship smashed towed water waves wind wreck

Phonics

- Identifying /r/ represented by "wr" as in *wreck*, *wrapped*
- Identifying contractions as in *isn't*, *let's*

Text features

The Wreck of the Maitland

- Photographs and illustrations
- Captions

The Great Paddleboat Race

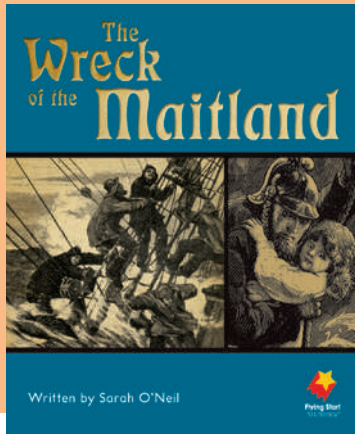
- Dialogue
- Illustrations support the text

Reading strategies

- Reading a recount
- Syntax – using the sentence structure to decode

ELL support	Key concepts	Curriculum link
• The design of the recount supports students' understanding of its historical nature. • Content vocabulary is introduced in a supported manner in both texts.	• Paddleboats were once a popular form of water transport. • Sea travel can be dangerous during stormy weather.	• History: The past in the present

Lesson 1 The Wreck of the Maitland



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could turn and talk with a partner about all of the different types of boats they can think of. Share students' ideas. Say: *Over one hundred years ago a popular form of water transport was the paddleboat. Who knows what a paddleboat is?* Say: *A paddleboat is a boat that uses a paddlewheel to move it through the water.*

★ Use the Internet to find pictures of paddleboats to show the students. Say: *This is a paddleboat. It moves along by the paddlewheel going around and pushing water out of the way.*

Vocabulary building

★ Show the students a picture of a boat in a storm (e.g. page 9). Talk about what happens to a boat in a storm using the vocabulary in the book (*smashed, coast, swept, crashed, tossed*). Encouraging the students to talk about the words they are familiar with.

Introducing the book

Give each student a copy of *The Wreck of the Maitland*. Say: *This book is called The Wreck of the Maitland. The Maitland is a paddleboat and this is a true story about a one-year-old girl who was travelling with her mother on the Maitland when it got caught in a storm. The boat got blown into some rocks and was wrecked. Luckily the crew of the Maitland looked after the little girl and she survived. Talk through the book. Say: This is the Maitland. Can you see the paddlewheel? This is the little girl and her mother. The girl's name was Daisy. Continue talking through each page, pointing out interesting things that will support the students when they are reading independently.*

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who understand that they are reading a recount. Do students have an understanding that this story happened in the past? Are they aware of what a recount is? Ask: *When did this story happen? How do you know this? What words in the text tell us that this is a story that has already happened?*

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. *Why did Daisy and her mother get separated? How did some of the people get to land? How was Daisy kept safe?* (Literal) *Why did the Maitland get wrecked?* (Inferential) *Would you say Daisy was lucky to survive? Why?* (Synthesising) *This is a factual recount. What things help you to know that this is a true story?* (Critical)

Students could complete the Blackline master (BLM).

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that you were able to talk about the order in which the events in the book happened.*

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

Students could work in a small group to make a recorded reading of the book. Encourage groups to add sound effects (e.g. the sound of the ocean in the storm, the people screaming, baby Daisy crying, etc). Record the groups' reading and play it back to them. Give positive feedback to students who read with fluency. *I liked the way your voice was smooth, not jerky, when you read the book.*

Word work

Phonemic awareness and phonics

Ask students to scan the text and make a list of words beginning with the /r/ sound (wreck, rushed, rocks, rope, wrapped). Ask: *What two ways is the /r/ sound represented?* Students could make a list of words that contain the /r/ sound represented by "wr".

Exploring words

Refer students to the list of words made during the Vocabulary building activity (wreck, ship, drifted, crew, mascot). Ask students to draw a picture of the Maitland, using the book as a reference. Students could use appropriate words from this list to label their picture. They could then choose more words from the book to use as extra labels for their picture.

Writing

Modelled writing

★ Show the students page 16. Say: *This is Daisy when she was ten years old. She is with one of the crew. What do you think she might have said to him?* Have students turn and talk with a partner about this. List students' ideas.

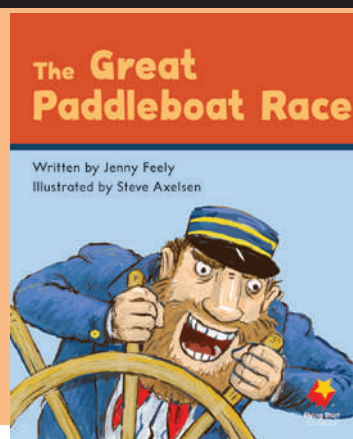
Independent writing

Say: *Imagine you are ten-year-old Daisy and you decide to write a letter to the crew of the Maitland. What would you say?* Have students give their crew members a name and write a letter to him.

Sharing and presenting

Students could take turns to read the letters they have written.

Lesson 2 The Great Paddleboat Race



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show students pages 2 and 3 of *The Great Paddleboat Race*. Say: *In this book there is one big paddleboat and one smaller paddleboat. The captain of the smaller boat says: "Your paddleboat is the biggest but is it the best?" Do you think that the biggest thing is always the best? Why?* Students could turn and talk with a partner about this question.

★ Support students by ensuring they know what a paddleboat is. Point to a picture of one of the paddleboats in the story and say: *This is a paddleboat. It has a big paddle that goes around and pushes the water out of the way so that the boat can move through the water.*

Vocabulary building

★ Write a list of vocabulary from the book (*bay, captain, paddleboat, race, smashed, towed*). Talk through each word and its meaning. Encourage the students to talk about the words they are familiar with.

Introducing the book

Give each student a copy of *The Great Paddleboat Race*. Say: *This book is called The Great Paddleboat Race. It is a story about two paddleboat captains, Captain Bill and Captain Pete, who decide to have a race to see who has the best paddleboat.* Talk through the book, discussing the illustrations and using vocabulary from the text. Say: *Here are the two paddleboats and their captains. This is Captain Bill and this is Captain Pete.* Encourage students to predict what might happen in the story. For example, you could ask: *Why do you think they might be shaking hands? Which boat do you think is winning?*

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are able to use syntax to decode. Do they use their understanding of the structure of the sentence to help them to decode? Encourage this behaviour. Ask: *What type of word could go there? How do you know this?*

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 Captain Bill think his boat was the best? Which boat won the race? (Literal)

Why did Captain Bill lose the race? (Inferential)

What sort of character was Captain Bill? What sort of character was Captain Pete? (Synthesising)

What messages did you get from this story? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, ask: *What are some of the things you did to help yourself? What strategies did you use?*

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

In small groups, students could make models of the paddleboats from the story. Groups could then perform a readers' theatre using the models as props. Encourage students to read with expression. *Think about how Captain Bill and Captain Pete would talk. Try to make your voice sound this way.*

Word work

Phonemic awareness and phonics

Write the words *I* and *am* on the board. Say: *There is a shorter way to write these two words together. How could I do that? Yes, I could write I'm. The apostrophe goes where I have left out the letter a. This is called a contraction because I have turned two words into one.* Invite students to give examples of other contractions they know. Students could write a list of contractions used in the text (*isn't, let's, I'll*).

Exploring words

Write the words *big, bigger* and *biggest* on the board. Say: *Captain Bill's boat was big. It was bigger than Captain Pete's boat. It was the biggest boat on the bay. These words are called comparatives. What other words can you think of that can be used in this way?*

Writing

Modelled writing

★ Have students read pages 2 and 3 of the book. Ask: *What are the captains thinking as they talk to each other?* Draw two thought bubbles (one for each captain). Model writing in the thought bubbles. For example, *Just because my boat is smaller than Captain Bill's doesn't mean it can't go faster.*

Independent writing

Have students turn to page 16. Ask: *What do you think the two captains are thinking?* Have students draw thought bubbles for each of the characters and record their thoughts.

Sharing and presenting

Students could sit in a circle and read their writing.

Talk about the pair

Ask: *What do you now know about paddleboats?* In small groups, students could draw up a Y-chart with the headings *Think, Feel* and *Wonder*. They can then fill

in the chart with points on what they think about paddleboats, what they feel about paddleboats and what they wonder about paddleboats. Students can work further with these books by completing the Activity card.

Blackline master

The Maitland makes the news

Write a newspaper article that informs readers about the wreck of the Maitland.
Make up your own headline and draw a picture of a scene from the wreck.

		← Write your headline here
		← Draw your picture here

Assessment

- Can the student retell the story?
- Can the student recall facts?

Activity card

Paddleboat race

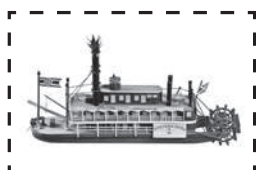


You will need: a die, scissors, coloured pencils

What to do:

1. Cut out your paddleboat player token, then colour in your token and give your boat a name.
2. Join with two friends and take turns rolling the die. Move the same number of spaces as the number on the die, then follow the instructions of the square you land on.
3. The first person to reach number 20 wins the game.

Token



1 START	2 Your boat is clean. Move forward 1 space.	3	4 Your fire has gone out. Move back 3 spaces.	5
6	7 You have no steam. Move back 2 spaces.	8	9	10 Your crew is working well. Move forward 2 spaces.
11	12	13 A wave hits your boat. Move back 4 spaces.	14 The sea is flat. Move forward 4 spaces.	15
16 You save another boat. Move forward 2 spaces.	17 You hit a rock. Move back 5 spaces.	18	19 Your boat is wrecked. Move back 4 spaces.	20 FINISH

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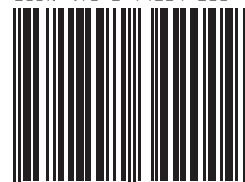


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