

Ship in Trouble

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Tricky words</p> <p>cable, called, captain, danger, donkey, exciting, first, have, lifeboat, love, people, poles, pulley, rescue, there, what</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title and ask the children what might be happening to a ship in trouble. Ask: *Why do you think the magic took the children to a ship in trouble?*
- Read the blurb on the back cover to find out more.
- W** Find words ending in 'y' on pages 3 and 4. Ask the children to think of and spell more adjectives that end in 'y'. To help, suggest they think of words that describe the weather, e.g. 'sunny', 'rainy', 'snowy', 'icy', etc.

Strategy check

Remind the children to use the sounds of letters to work out new words, and reread sentences to check for sense.

Independent reading

- C** (**Clarifying**) Talk about the events on each page as the child reads. Encourage them to take time to explore and talk about the pictures.
- Encourage them to notice the link between the ride in the adventure playground and the breeches buoy that saves the sailors.
- C** (**Questioning, Clarifying**) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *What does Wilma mean when she says she thought the zip wire was scary?* (page 20).
- W** If a child hesitates over a new word, remind them to sound out and then blend the phonemes, then reread the sentence to check for sense.
- Praise the children for reading with expression.

Assessment Check that children:

- can use knowledge of word structure to support reading
- use comprehension skills to understand what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Ask: *What did Chip think about the zip wire at the playground?*
- C** (**Clarifying**) Ask: *Why did Jane need help from the children to rescue the people on the ship?*

C (*Summarising*) Ask: *How did they get the people off the ship?*

C (*Imagining*) Ask the children to tell you what they think it would have been like on the breeches buoy.

Group and independent reading activities

Objective Know how to tackle unfamiliar words that are not completely decodable. Read and spell less common alternative graphemes.

W Turn to page 5 and find a word with 'ck' at the end. Ask: *Do you know any words that begin with 'ck'?* Agree that 'ck' is only found at the end and in the middle of words.

- Ask the children to find some more words ending with 'ck' on pages 12 and 13. Think of some words that rhyme with 'rock' and 'back'.
- On pages 23 and 24 find 'glow' and 'now'. Notice that 'ow' has a different sound in each word.
- Find 'blown' on page 10. Ask: *Is the 'ow' sound in 'blown' the same as in 'now' or 'glow'?*
- Find 'down' on page 18. Ask: *Is the 'ow' sound the same as in 'now' or 'glow'?*
- Add some more 'ow' words to each list.

Assessment Are the children able to apply their phonic knowledge to these words?

Objective Explain their reactions to texts, commenting on important aspects.

C (*Questioning, Clarifying*) Look at the zip wire on pages 2 and 3. Ask the children whether they have been on a ride like that. *Was it fun?* Notice how it works.

- Turn to pages 20–21. Ask: *Do you think this is fun? What might the person in the seat be thinking?*
- Ask: *What do you think about Jane? What did she do that was helpful and brave? Why did she do it? How did she know what to do?*
- Ask: *Do you think Wilma will want to go on the zip wire ride now? Do you think she felt a bit silly being scared first time?*

Assessment Can children support their answers with evidence from the story?

Objective Draw together ideas and information from across a whole text.

C (*Summarising*) Ask the children to work independently and think of three reasons that would persuade other children to read this story.

- They write brief notes to remind them of their reasons.
- Invite children in turn to explain to the class why it is important to read the book.
- Praise children for referring to the text in their statements.

Assessment Do the children show a personal response to the story and a persuasive argument?

Speaking, listening and drama activities

Objective Explain ideas and processes. Listen to others in class, ask relevant questions.

- Look at the zip wire and the breeches buoy pictures again.
- Ask the children to work in pairs. The first child explains to the other how the zip wire is set up and what it looks like. The other explains how the breeches buoy works.
- When the children have practised their explanations, invite them to present them to a larger audience.
- Praise children for careful descriptions and for using gestures to help make things clear.
- Encourage the 'audience' to ask the presenters questions.

Writing activities

Objective Use planning to establish clear sections for writing.

Sustain form in narrative, including use of person and time.

- Reread pages 8–23 to remind the children about the shipwreck.
- Work together to list the main events.
- Ask the children to write the story of the shipwreck in their own words, using the main events as a reference.
- Remind the children to read their own work as they write, to check that it makes sense.
- Read the stories to the class. Draw attention to consistency in time and person.

Assessment Do the children make use of their list of main events?

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