

Time Travel: Ship Ahoy!



Before Reading

Text Type

Draw children's attention to the:

- author and illustrator
- illustrations
- chapter titles.

Ask "What type of book is this?" (Narrative)

Visual Literacy

Discuss the front cover. When and where is the story set – in the past or present day? What visual elements locate the story in the past? Which two characters look out of place? Why?

Browse the illustrations. Which pages of the story are set in the present day? Which are set in the past?

Background Knowledge

Tell students that the same characters are in this story as appear in *Time Travel: Dinosaurs*.

What do you recall from the characters' last adventure? Do you remember how the characters travel back in time? Describe how. Where do you think they travel to this time?

Phonological Awareness

Ensure students know the following phonological patterns:

- **Long e sound:** each (p.8), see (p.9), tree (p.4)
- **Long a sound:** afraid (p.6), hate (p.20), place (p.16), takes (p.9), wait (p.9)
- **Long i sound:** inside (p.6), time (p.4), tried (p.18)

Write a short sentence with a word from the list omitted. Write two options for the correct spelling of the word with variation on the long vowel sound, e.g.: *The ship was about to set _____ (sale / sail). "I can't _____ (wate / wait) to see where the time machine takes us this time," Georgia said.* Students select the word with the correct spelling.

High Frequency Words

about, afraid, clear, could, died, different, held, inside, little, okay, pulled, snapped, standing, suddenly, taking, thank, tried, wait

Write the words on cards. Include some known high frequency words from past levels for revision. Analyse

This book forms the fiction reading record for Level 13

Vocabulary

adventure, America, birthday, Charlie, crowd, dock, England, Georgia, iceberg, passenger ship, port, time machine, Titanic, water

the words to look for words within words: thank (than), clear (ear), little (lit), different (rent); and base words: standing (stand), snapped (snap), suddenly (sudden), taking (take), tried (try) and died (die).

Write the words onto cards. Students say each word aloud, then set them out in alphabetical order.

Motivation / Purpose

The purpose of the text is to entertain with a story about Georgia and Charlie who travel back in time to the day the Titanic set sail.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Write *Let's see where we are.* (p.11) Ask the students why the word 'let's' has an apostrophe. What words are joined together to make this contraction? What letter does the apostrophe replace? Repeat with 'I'll', 'can't', 'we're', 'you'll'. Read *She could not let him get on the ship.* (p.18) Ask students to reread the sentence saying 'could not' as a contraction. Ask them to write the contraction.

Write *England, America, Titanic, Georgia and Charlie.* Why do these words have capital letters? Identify these words as proper nouns.

Checking for Meaning

Literal:

What month and year do Georgia and Charlie travel back to? What does Georgia do to the boy when she looks at the ship? (p.18)

What stops Georgia from telling the boy why she does let him get on the ship? (p.21)

Inferential:

Why does Georgia stop the boy from going onto the ship? Why does Georgia say to the boy that he would thank one day?

Make sure students understand the difference between literal and inferential information.

Response:

Which character did you feel most sorry for?

If you could travel back in time, do you think you would change what is about to happen or let history take its course?

Grammatical Patterns

Make sure students understand the following components of a narrative:

- **Orientation:** introduces the main characters and tells where and when the story takes place: *Georgia and Charlie want to go on another adventure in their time machine.* (pp.4-7)
- **Complication:** the sequence of events develops a problem for one or more of the characters: *They travel back in time to a dock where passengers are about to set sail from England to America. Georgia looks at the ship and stops a boy from going aboard the ship* (pp.8-20)
- **Resolution:** the problem is solved and things return to normal: *The boy does not get on the ship and Georgia and Charlie return home. The ship was the Titanic.* (pp.21-24)
- Use of particular nouns to refer to particular people, animals and things: *time machine* (p.4), *Titanic* (p.17)
- Use of adjectives to describe nouns or build noun groups: *a green button* (p.8), *a big passenger ship* (p.13), *the world's biggest passenger ship* (p.24)
- Use of adverbs and phrases of time (when), manner (how) and place (where) to build story information: *the bottom of their garden* (p.4), *in horror* (p.18)
- Use of past tense action verbs and verb groups to indicate action and emotion: *stopped spinning* (p.10)
- Use of saying verbs and adverbial phrases to describe speech: *snapped Georgia, and she started walking away* (p.11), *the boy shouted at Georgia and Charlie* (p.20)

Fluency and Punctuation Patterns

Question marks, exclamation marks and speaking verbs and phrases are used to indicate characters' tone of speech: *"Okay!" snapped Georgia ...* (p.11), *"Look at their clothes!"* (p.14)

Speaking verbs and phrases are located after direct speech: *"Where are you from?" a boy asked.* (p.16), *"Where are you going?" Charlie asked.* (p.16)

These patterns occur at various intervals throughout the text:

- Use of exclamation marks to indicate excitement and surprise: *Amazing!* (p.16), *Look at their hair!* (p.14)
- Use of quotation marks and punctuation indicating direct speech: *"I think I'll stay here," said Charlie.* (p.11)

- Use of commas separating independent and dependent clauses in complex sentences: *Before long, Charlie ran after his sister.* (p.11)
- Use of apostrophes in contractions: *can't* (p.9), *we're* (p.16), *I'm* (p.16), *you'll* (p.22)
- Use of apostrophes of possession: *Charlie's last adventure* (p.5)

Critical Literacy

What parts of this story are true?

How does the author explain why Georgia holds on to the boy? Why is this more interesting than having Georgia explain her reasons to the boy on page 21? If Georgia did explain why she stopped him from going onto the ship, do you think he would have believed her?

What other events in history could be a setting for another time machine adventure?

Linking Visual and Written

Discuss the illustration on pages 16-17. What clue does the illustrator give in the illustration about the problem faced by the characters? What link is there between the writing on the ship and the news report on page 24?

What type of text is used to explain what happened on the 16 April 1912? What features make it appear to be in the form of a newspaper article?

After Reading

Assist students in retelling the story in their own words, identifying the orientation, complication and resolution.

Activities

Students will:

- recall the elements of the story characters, setting and plot in a story outline
- expand contractions and rewrite words as contractions
- complete missing letters in words that represent long vowel sounds
- identify and create phrases of time and place.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

