

# Shipwreck

## Before Reading

### Motivation / Purpose

The purpose of this text is to entertain the reader with a story about Milly, Matt and their parents who are on a sailing trip. The weather changes and they are forced to abandon ship.

### Text Type

Draw students' attention to the:

- title
- illustrations and speech bubbles
- blurb
- linking paragraphs of text.

Ask, "What type of book is this?" (Narrative – graphic novel).

### Visual Literacy

Look at the front cover of this book and ask students to browse the text layout. How does the layout of the text and illustrations differ from that of a regular narrative? Explain to students that this text form is called a graphic novel.

### Background Knowledge

What do you imagine when you hear the title *Shipwreck*? What stories have you seen, heard or read about involving a shipwreck? If you were in a boat that was about to sink, what would you do? What safety precautions would you need to take?

### Phonological Awareness

Ensure students know these phonological patterns:

- /air/: parents (p.4), care (p.5), they're (p.17)
- long oo: lose (p.13), woo hoo (p.15), you'd (p.21)
- /or/: warm (p.4), saw (p.6), walking (p.12)
- /o/: yacht (p.6), watching (p.11), was (p.11)

Revise these sounds: /er/: further (p.9), shirt (p.14); /k/: deck (p.5), scout (p.10); long a: sailing (p.4), hey (p.19); /e/: weather (p.4), guess (p.11)

Ask students to suggest rhyming words for words containing the phonological patterns listed above. Have them write the words, and check if the spelling of the word changes while keeping the same sound, e.g. Write

### Vocabulary

abandon, branch, clearing, coconut, crackers, creepy, decks, dream, driftwood, imagining, jungle, life raft, loomed, lose, monkeys, packet, sail, scout, shipwreck, sign, stealing, stream, style, supplies, survived, swell, thirsty, weak, wildly, yacht



words that rhyme with *ate*: great, straight, eight, hate;  
Write words that rhyme with *thought*: caught, bought, brought, taught, fought. Identify the rhyming word parts.  
Have students write homophones for *where* and *their* and use the words in sentences to demonstrate their meanings.

### High Frequency Words

beautiful, believe, below, caught, closer, dried, enough, follow, goodness, guess, least, probably, sixth, someone's, sorry, stolen, watch

Write words onto cards. Show students a word card and have them use the word in a sentence. Challenge students by showing them two or more words to read and combine into a sentence. What strategies did you use to decode each word?

## During Reading

### Vocabulary in Context

Discuss the meaning of each vocabulary word.

List words in the text that contain apostrophes: *we've* (p.5), *it'll* (p.7), *someone's* (p.11), *we're* (p.16). Ask students to write the expanded form of each contraction. Why would there be so many contractions in this type of text? How do the contractions help the text to resemble real dialogue? Discuss the difference between formal and informal language.

### Checking for Meaning

#### Literal:

Why is this sailing trip different to other trips? (The family has a new 'dream' yacht and can sail around the world in style.)  
Why do the family abandon ship? (The yacht hits a reef.)

What happens after they abandon ship? (Milly and Matt lose their parents and are stranded on a desert island.)  
How do Matt and Milly find their parents? (They follow the signs their father has left for them.)

#### Inferential:

How long are Matt and Milly away from their parents? What evidence is there that the family is well prepared in the case of an emergency?

How do Matt and Milly survive on their own?

How do the monkeys save the family?

#### Response:

What do you think of this style of text (graphic novel)? Did it make the story more or less entertaining?

What would your adventure of a lifetime be?

### Grammatical Patterns

Make sure students understand these components of a narrative:

- Orientation – introduces the main characters and setting: *Milly, Matt and their parents set off on a sailing trip.* (pp.4–5)
- Complication – the sequence of events develops a problem for the main character: *The weather changes and they abandon ship. Matt and Milly are separated from their parents and try to find them on the island.* (pp.6–18)
- Resolution – the problem is solved and things return to normal: *They see a man who helps them find the police station where they are reunited with their parents.* (pp.19–24)
- Use of nouns to refer to characters and things: *yacht* (p.4), *life raft* (p.6), *jungle* (p.16), *monkeys* (p.18)
- Use of adjectives to build noun groups: *one long beach* (p.9), *a washed-up life raft* (p.14), *a beautiful spot* (p.23)
- Use of adverbs and adverbial phrases: *after the yacht went down* (p.6), *before we do anything* (p.7), *as we walked around* (p.23)
- Use of verbs and verb groups: *abandon* (p.5), *dreamed* (p.11), *stealing* (p.17), *wasn't imagining* (p.23)

### Fluency/Punctuation Patterns

These punctuation patterns occur in the text:

- Use of exclamation marks, question marks and ellipses to indicate tone and expression in dialogue: *Matt!!* (p.9), *It looks like ..., it looks like ...* (p.18)
- Use of boxed text to link action and dialogue: *They fill their water bottles at the stream, and look further down the beach.* (p.9)

- Use of ellipses to indicate pauses in the text: *if you'd see them ...* (p.21), *dried fruit, nuts ...* (p.24)

Discuss strategies for reading graphic novels. Compare the tone of voice and expression used when reading the introductory paragraph and linking sentences with that used when reading the dialogue. What grammatical features indicate the tone of voice and expression when reading the dialogue? Why are two exclamation marks placed after *Matt!!* (p.11) How do you read *Woohoo!* (p.15), and *Whoo!* (p.13) What effect do the ellipses have when reading the linking sentences?

### Critical Literacy

Read: *Feels like we've been walking forever.* (p.12) and *Probably looking for us, like we're looking for them.* (p.15) What words have been omitted from these sentences. (*It and They are*) Why have these words been left out? How does this help to make the dialogue authentic?

### Linking Visual and Written

What is the purpose of the illustrations in this type of text? What extra information do the illustrations show that is not communicated in the dialogue between the characters? How do the characters' facial expressions, body posture and gestures help you to interpret their tone of voice? Discuss pages 7, 10 and 13.

## After Reading

Revise punctuation used when writing direct speech. Have students rewrite lines of dialogue between Matt and Milly in the form of direct speech as it would appear in a narrative. Encourage them to use interesting speaking verbs and phrases.

### Activities

Students will:

- answer comprehension questions about the story
- write words from the text containing specified phonological patterns
- change base words to fill gaps in sentences
- write a retelling of the story.

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

