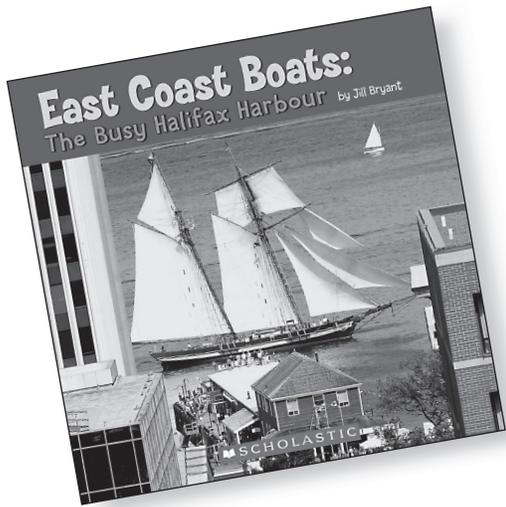


East Coast Boats: The Busy Halifax Harbour

Written by Jill Bryant

Text Type: Non-fiction: Description — Report
Guided Reading Level: L

Summary: From sailboats to military ships, many different types of boats visit Halifax Harbour each day. Transporting cargo, moving people, and bringing fish from the ocean are just some of the exciting activities with which the boats are involved.



Text Features

- ▶ table of contents
- ▶ glossary
- ▶ subheadings
- ▶ captions

Visual Literacy

- ▶ inset photographs
- ▶ map
- ▶ map enlargement

Text Supports

- ▶ colour photographs support the text
- ▶ chapter titles provide organizational information
- ▶ glossary

Possible Text Challenges

- ▶ some challenging vocabulary (*container ship, bulk carrier, and frigates*), ship names
- ▶ subheadings

First Session (pages 2-11)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working With Words

- ▶ using a glossary
- ▶ solving words using a variety of strategies, including letter sound cues and chunking

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: find facts and provide supporting details
- ▶ compare and contrast facts
- ▶ synthesize: integrate information to form a new understanding
- ▶ use a variety of strategies to find the meaning of unfamiliar words

Oral Language Opportunities

- ▶ stating facts
- ▶ discussing with a partner
- ▶ offering supporting details

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show the front and back covers of the book. Ask students if they know the names of the types of boats in the photographs on the front and back covers. Encourage students to recall the names of different types of boats they may be familiar with.

Making connections: text to self/analyzing

Ask if any students have ever been in a boat. Ask, *What kind of boat was it? What did it look like? What did you do in the boat?* Through discussion, help students begin to get an idea of the different uses of boats, even pleasure boats, with which they may be familiar.

Tell students that as they read the first five chapters, they are going to learn about many different types of boats. On a piece of chart paper, write down the four chapter titles "Cargo Ships," "Helping Boats," "Coast Guard Boats," "Military Boats" in a chart format, with space under each heading to include information. Write any appropriate information on the chart that students have already provided. Tell students that you will complete the chart as a group after the reading.

Direct students' attention to the map and inset map on page 2. Have them locate their own province and see where it is in relation to Nova Scotia and the harbour in Halifax. For those who live far inland, ask, *Why does the location of Halifax make it a good place for a harbour?*

Print concepts/text features

Overcoming Text Challenges

Scan the first five chapters, asking students to locate any new words dealing with boats. Ask, *Why do you think some words are in bold print? Do you think these are hard words or easy words?* Point out that many readers might not know some special words that an author needs to use to write about a special subject. Select one of the words and have students turn to the glossary on page 20 and locate it there. Have them look at other boldfaced words and then find them in the glossary. Discuss with students how the definitions of all of the words in bold print are found in the glossary at the end of the book.

Word solving and building/ language predictability

Tell students that there might not be space for all of the hard words in a book in its glossary. Direct students to the word *frigates*. Point out that it isn't in boldfaced type. Ask them for some strategies to solve the word (e.g., using letter sound cues: beginning, medial, and final; identifying smaller words in the larger word: *rig, ate*; using chunking: *fri-gat-es*). Encourage students to use a variety of strategies when they come to new words that aren't in the glossary.

ESL Note: Introduce challenging vocabulary (e.g., *cargo, container, bulk, engines, tugboats, emergency*, etc.). The meaning of the words should be discussed before the lesson to ensure understanding.

Text features

Direct students to the two subheadings in the chapter called “Cargo Ships.” Have them look first at the heading, and then the first subheading. Ask, *What is the name of this text feature?* Ask if anyone can tell you the purpose of subheadings. Lead students to understand that subheadings divide larger sections of text into smaller sections. Ask, *Why do you think authors sometimes use subheadings?* Encourage students to pay attention to each subheading as they read the chapters to help them organize information.

Direct students’ attention to the captions. Invite some students to read several captions in turn. Ask, *Why do you think the author wrote these? What was her purpose?* Lead students to understand that the captions contain important information about the different kinds of boats.

Analyzing

Setting a Purpose

Provide each student with four sticky notes. Ask them, as they read the chapters, to place a sticky note near one type of boat in each chapter. Ask students to look for a fact about each of the boats or ships near their sticky notes.

Teaching Tip: Remind students to use the subheadings to help them, and to remember to read the captions.



DURING READING

Ask students to read the first five chapters independently. Before they begin reading, direct them to the bottom of page 11 and ask them to stop reading there.

Observe students as they read the text, reminding them to place a sticky note near a specific boat in each chapter. Note their ability to decode unfamiliar words and their use of different word-solving strategies. Assist them with any vocabulary, punctuation, and comprehension queries. Praise any students whom you observe using different reading strategies successfully. Offer prompts, such as, *Can you read on to solve the word? Have you tried rereading to solve that word? Are there words around the word that help it make sense? Did you reference the glossary or a dictionary?*

Encourage students who finish early to reread the chapters independently or with a partner, and then share with a partner any facts they have discovered about the different types of ships.

ESL Note: Have students share any words they found difficult. Review the meaning and pronunciation of new and difficult words.



AFTER READING

Analyzing/making connections: comparing

Direct students to the chart created prior to the reading. Ask, *In the chapter titled “Cargo Ships,” can someone tell me the name of a boat close to where you placed a sticky note?* (container ship, bulk carrier). Ask students to provide one fact about the boat they identified. If certain boats are not named, bring the names of the boats to students’ attention.

Continue in this manner until the first five chapters are completed. Ask students to compare one boat with another. Ask, *How is a container ship the same as a bulk carrier? How is it different?* Continue with this questioning, comparing and contrasting the different boats students read about.

Synthesizing

Have students write two or three sentences that summarize what they have learned so far. Invite several students to read what they have written. Their summary should include the fact that Halifax Harbour is a busy one with boats from around the world. Their second sentence can note some of the types of boats found there.

Language predictability

Tell students that there are some effective action words in this account. Have them look through pages 3–11 to find some. You may wish to give hints, such as, *Find me a word on page 3 that tells me how ships blow their horns. Find me a word on that page that tells me how ships get through the fog. Find me a word on page 5 that tells me how loose material is put into the hold. Find me two words on page 6 that tell me how tugboats move large ships. Find me a word on page 7 that tells me how a pilot gets onto a visiting ship. Find me a word on page 8 that tells me how coast guard boats move when they go to rescue someone in danger.*

Second Session (pages 12–20)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using a glossary
- ▶ solving words using a variety of strategies, including letter sound cues and chunking

Assessment Opportunities

Note each student’s ability to:

- ▶ analyze: find facts and provide supporting details
- ▶ synthesize: integrate information to form a new understanding
- ▶ compare and contrast facts
- ▶ use a variety of strategies to find the meaning of unfamiliar words

Oral Language Opportunities

- ▶ stating facts
- ▶ discussing with a partner
- ▶ offering supporting details



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Ask, *What are some facts you have learned about the different boats in Halifax Harbour?* Add students' ideas to the list you began earlier.

Text features

Overcoming Text Challenges

Ask students to recall the purposes of subheadings. Scan the chapters with students and ask, *Why do you think there are no subheadings in these later chapters? What are some ways you can help organize the information as you read?* (e.g., pay attention to each chapter title, reread important sentences)

ESL Note: Prepare and help students fill out a KWL chart on chart paper with the headings “*What I Know About Boats,*” “*What I Want to Know About Boats,*” and “*What I Learned About Boats.*”

Synthesizing

Setting a Purpose

Tell students they will read about five different types of boats. Ask them to identify the three boats they find most interesting. As students read, ask them to think about why these boats are so interesting to them.

Teaching Tip: Write the purpose for reading on chart paper or the board so it is visible to all students in the group. This will help them focus as they read, and encourage independence when they finish reading.



DURING READING

Ask students to read the rest of the book independently. Encourage students to pause at the end of each chapter and recall facts about each boat.

Observe students as they read the text, noting their ability to decode unfamiliar words and their use of different word-solving strategies. Assist them with any vocabulary, punctuation, and comprehension queries. Praise any students whom you observe using different reading strategies successfully. Offer prompts, such as, *Can you read on to solve the word? Have you tried rereading to solve that word? Are there words around the word that help it make sense? Did you reference the glossary or a dictionary?*

Ask students who finish early to reread the chapters and discuss with a partner the three most interesting boats they read about.



AFTER READING

Analyzing/evaluating

Ask, *What was the most interesting boat you read about?* Ask students to give you reasons for choosing certain boats. Make sure their answers include ideas from the text, rather than just their own personal responses.

Analyzing

Direct students to the last chapter, “Changes in the Harbour.” Ask, *What are some changes to the boats that come into Halifax Harbour now?*

ESL Note: Have partners help ESL students complete their KWL charts.

Language predictability/ text features

Ask students how the glossary helped them figure out the meaning of new words. Discuss other strategies the students used to determine the meaning of new words.

Word solving and building

Model positive reading strategies you observed during the session. For example, say, *I noticed that when Clare came to the word passenger, she recognized pass and sounded out the syllables en-ger. She looked at the illustration and then blended the word and sounds together and read passenger. That’s what good readers do.*

Rereadings

Provide opportunities for students to reread sections of the book about their favourite boats.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Making connections: comparing

Ship to Ship

Provide students with copies of the BLM. Ask them to choose two boats they have read about in the book. Students will fill in information about the similarities and differences between each boat to complete the Venn diagram. Each circle will contain information about each boat, then the middle section where the circles overlap will contain the two boats’ similarities.

Synthesizing

Ship’s Log

Ask students to imagine they are going to spend a day on a boat of their choice. Have students write a ship’s log explaining what they did and how they spent their time during the day on the boat.

Analyzing/synthesizing

View of the Harbour

Ask students to draw a picture of Halifax Harbour, based on their reading and the photographs in the book. Have them draw three different kinds of boats that could be found in the harbour. Ask students to write a caption near each of the boats.

**Making connections:
text to world/synthesizing**

To the Rescue!

Have students write a short story about a day on the harbour when a boat or ship gets into difficulty. Have them tell what happens before and after rescue boats arrive on the scene. Some students may wish to present their story in pictorial form.

Word solving and building

Word Building

Have students find and list words ending in “-ing” (e.g., *working, sailing, visiting*). Have them find six more words that the “-ing” ending could be added to.

**Language predictability/
text features**

Two Meanings

Have students look in the glossary to find at least two words that have different meanings from the ones given in the glossary. Have them use the words’ different meanings in sentences, then in sentences using the meanings given in the glossary.

Ship to Ship

Name: _____

Choose two boats from the book. Use this diagram to compare and contrast the boats.

