



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- title/subtitle
- two-column page format
- enlarged/bolded introductory text
- highlighted and enlarged text quotes
- bolded text/italics
- mayday text included
- glossary
- epilogue

VISUAL LITERACY

- photographs (some with captions)
- maps with labels/captions

TEXT SUPPORTS

- story of interest to students
- photographs/maps
- glossary

POSSIBLE TEXT CHALLENGES

- topic-specific vocabulary, e.g., ‘skipper,’ ‘port,’ ‘starboard,’ ‘bow’
- some difficult words/names, e.g., ‘superstitious,’ ‘Coordination,’ ‘Comeau’
- global position coordinates

DON'T WHISTLE UP THE WIND

Written by Joyce Grant-Smith

TEXT TYPE: Non-fiction: Retell—Account
GUIDED READING LEVEL: R

SUMMARY: Carle Swim is a fisherman from Nova Scotia. In March, 2000, he was out with a crew of 25 others, trawling shrimp off Newfoundland’s shores. The shrimp trawler he was on, the *BCM Atlantic*, hit an iceberg and sank. In this selection, Carle retells his account of the events before, during, and after the sinking of the trawler. His account is a fascinating story of survival.

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- making connections: text to text, text to self, text to world
- sequencing
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Walkabout strategy
- discussing with a partner
- discussing with a group
- discussing an epilogue (option 3 in Focused Rereading)
- TV news interview (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: idiomatic expressions
- language predictability: using context and dictionaries to work out word meanings
- language predictability: how similes, metaphors, personification, and hyperbole convey meaning
- word solving and building: noticing a familiar word embedded within a larger word

ASSESSMENT OPPORTUNITIES

- Observe each student’s ability to:
- analyze text to find main facts and supporting details
 - retell main story details in sequence
 - recognize problems and solutions
 - make connections with other survival accounts
 - make an assessment of the storyteller’s decisions
 - monitor their understanding

ASSESSMENT TOOLS

- Select from the following:
- Analyzing Strategy Checklist
 - Comprehension Strategies Anecdotal Record

First Session (pages 1–3)

Making Connections: Text to Text and Text to Self and Language Predictability

Analyzing

Text and Visual Literacy Features

Word Solving and Building

BEFORE READING

Activate and build prior knowledge

- Engage students in a brief discussion about non-fiction retells. Ask whether they have read about, or have heard/seen interviews with, people who have survived dangerous events. Hand out copies of the text. Turn to the front page and read aloud the title, ‘Don’t Whistle Up the Wind,’ as well as its subtitle below. Then say, *This is an account of someone’s survival after the fishing boat he was on sank in the Atlantic Ocean, off Newfoundland and Labrador. Often, fishermen have sayings or expressions that they share, to remind themselves of how dangerous every day at sea can be. The title ‘Don’t Whistle Up the Wind’ is an expression that comes from a superstition about not doing certain things at sea that will bring bad luck and storms.* Then ask students to identify the superstitions that Carle mentions. Ask why the fact that it was Carle’s thirteenth trip might be notable. Ask, *Are any of you superstitious? Can you give an example of a superstition or another expression that relates to a superstition?*

Introduce supports and challenges

- Explain to students that this account was written by someone who had interviewed Carle Swim, to learn about his ordeal. Say, *The author has written the story in Carle’s own words.* Ask students to read along with you as you read aloud the first three paragraphs. There are numerous terms used for different kinds of boats in this section. Identify all the names of vessels that Carle mentions. Ask students, *Do we need to know what all the different types of ship are in order to understand the story so far? Do you think that Carle had a lot of experience fishing before the disaster? What specific facts tell you this?*
- Ask students to look through the account and note the different ways that information is presented. Ask them to look at the photographs and captions that appear on the first two pages. What can they tell from them? What information can they find in these features? Tell students that features like photos, captions, maps, labels, and the glossary are important to this text. Students can ‘read’ them to find extra information, which can aid in their understanding of unfamiliar words and expressions.
- Note the ability of students to read the word ‘superstitious’ (the end of the first column on the first page). Draw attention to any reading strategies that might help students, e.g., slowing their reading or noticing a familiar word embedded within a larger word.

Language Predictability

- Tell students that they will encounter topic-specific words while they are reading this story. Ask them what strategies they can use to figure out unfamiliar words. Encourage them to use strategies such as ones mentioned in this plan. They should also think about what the word might mean, based on its context (how it fits within the sentence or passage of text). Point out the word ‘winches’ in the fifth paragraph on page 2. Ask students to figure out the meaning of this word. Ask whether they can use its context to assist them in providing clues for a possible definition. Have dictionaries available as a resource and invite students to look up the word. Ask, *Do we always have to look up words in a dictionary if we are not sure what they mean? Say, Don’t forget, we can often predict word meanings from the sentence or paragraph. Sometimes it is just as helpful to do that, and to use a dictionary only if we think a particular word is stopping us from really understanding a sentence. In this case a definition is actually provided in the glossary, which is another good tool for solving unknown word meanings.*

ESL NOTE: You may want to encourage your ESL students to use their dual language dictionaries if a particular word is stopping them from understanding a sentence.

- Also on page 2, locate the third-paragraph sentence, ‘Suddenly, there was a tremendous bang like a cannon shot.’ Explain that this is a simile; where the writer has used ‘like’ to compare two different things. Ask what two things are being compared here. Say, *I think Carle enjoys using similes and descriptive language to tell his story. Let’s keep a lookout for more examples as we read on.*

Set a purpose for reading

Analyzing

- Tell students that as they read to the end of page 3, they should think about the information given in the text and photos, and identify the main facts of Carle’s ordeal. Provide two different coloured sets of sticky notes: one for students to identify important points in the text, and the other to mark things they’d like help with in understanding, once everyone has finished reading.

Provide for early finishers

- As students finish reading, they can pair up with another early finisher and discuss their sticky notes. They should try to help each other solve problems, and should be able to retell the main events of the story so far, in sequence.

DURING READING

Monitor reading

- As they read independently, have each student read a portion of

the text aloud to you. Assist students with unfamiliar wording and vocabulary as required. Offer prompts to help students as they read. For example, ask, *What are the main problems Carle and the crew are facing at this point? Where does it tell you that? Can you show me an example that supports your answer?*

- To check comprehension, you might question an individual student's understanding of what he or she has read, e.g., *What do you think Carle was feeling at this moment? Does Carle do a good job in describing the early moments of the flooding? Explain.*

Observe

- Make observations regarding students' abilities to analyze the main and supporting facts and to explain their thinking.
- Make observations on your assessment tools. (See the *Analyzing Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Analyzing

Revisit the purpose for reading

- Form small groups within the larger reading group. On a large piece of chart paper each group should write down the main events of the story so far.
- Next, conduct a Walkabout activity (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*). One student from each group should switch to work with a different group and share their home group's ideas. Ask students to then return to their home groups. Each group should discuss the new information, and decide whether or not to add this information to the main events listed on their chart paper.
- Give each student a blank card. Tell them to write down a two- or three-sentence summary about what has happened to Carle and the crew so far, based on the information recorded on their group charts. They should keep this card, as well as their group lists, for the next session.

Check on outstanding challenges

- Discuss and clarify any challenges students experienced while reading. How are students faring with topic-specific words like 'starboard,' and information such as the numeric global position coordinates? Ask students if understanding the exact nature of these coordinates is vital to their overall understanding of the story. Were they able to locate the main points? If some students found analyzing for the main ideas difficult, ask others in the group to share their own examples.

Note successful strategy use

- As students are sharing with their peers in the paired and group activities, provide feedback about their ability to find the main points and summarize the text so far. Note effective use of supporting details from the text.

Second Session (page 4–end)

Analyzing and Evaluating

Text Features and Analyzing

Language Predictability

Visual Literacy Features and Making Connections: Text to World

BEFORE READING

Activate and build prior knowledge

- Direct students' attention to their group lists of main events they worked on last session. Ask them to review their blank card summaries. Say, *At the end of page 3, Carle was faced with a problem. Can you predict what solutions he might come up with? Do you think that going back for the EPIRB was a good idea?* Ask students to explain their responses, and to consider what skills and experience Carle had that might help him survive this disaster. They should be encouraged to use evidence from the text so far to support their explanations.

Introduce supports and challenges

- Look at the highlighted and enlarged text quotes on pages 4 and 6. Ask for volunteers to read these sentences. Ask, *Why do you think these sentences are highlighted in this way? What is the purpose of making these words stand out in the text?* Students should recognize that they draw our attention to important or especially exciting parts of the story, and are there to provide information and to make us want to read more. Ask, *Where else have you seen the use of this kind of text?* Students might mention magazine and newspapers articles, advertisements, or textbooks. Tell them that reading the enlarged highlights often gives us clues about the information on that page.
- On a whiteboard, write the phrases: 'the ship's heart had stopped and she was waiting to be pulled into her cold Arctic grave' (page 4), 'bobbing along in that gloomy little raft with the smell of fear heavy around us' (page 5), 'Growlers came at us like battering rams' (page 6), and 'these icy monsters' (page 6). Ask students what they think each of these phrases mean. Discuss the differences between personification, metaphors, similes, and hyperbole. Ask, *Why did Carle use these different ways of expressing his experience? What was he trying to share or impart? Do you think these are powerful descriptions? What would those sentences be like without his descriptive language?*
- Do a walk-through of the remainder of the text. Look at the map on page 4 together. Point out the coast of Newfoundland and Labrador. Find them on a map of Canada, if students are not familiar with their

regional location. Draw their attention to the latitude and longitude coordinates, and cross-reference them with the coordinates in the 'Mayday' message on page 3. See whether students can 'read' the data and understand how it translates onto the map. Then ask, *Are there any famous examples of ships hitting icebergs that you know about?* Students will likely mention the Titanic. Draw their attention to the map on the final page, where a location point marks the Titanic's collision. Ask, *Can you give the approximate coordinates for the Titanic's iceberg collision?* Review with students the places where information can be found in this text. Students should mention photographs, captions, labels, and maps.

Analyzing

Set a purpose for reading

- Tell students that as they read to the end of the text, they should be analyzing the photos, maps, and so on, picking out the main facts from all the features that provide information to the reader. They should think about what caused the crisis and the things that were done to manage and solve the problems that arose. As in the previous session, provide two different coloured sets of sticky notes: one for students to identify important points in the text (especially those that relate to how the crew managed and solved the problems they faced), and the other to mark things they want help with understanding, once everyone has finished reading.

Provide for early finishers

- Encourage students who finish early to write a few comments on what impressed them most about Carle's story. Was there one thing he did that they thought was outstanding? They can jot their ideas down on the reverse side of their cards.

DURING READING

Monitor reading

- As they read independently, have each student read a portion of the text aloud to you. As in the first session, assist students with unfamiliar wording and vocabulary as required.
- To check comprehension, you might question a student's understanding of what he or she has read, e.g., *What did Carle do to keep people's spirits up? What new problems is Carle facing now? Can you think of any possible solutions? How did the crew manage to keep warm in the frigid Atlantic?*

Observe

- Make observations regarding the ability of students to analyze the main facts, problems, and solutions, and explain their thinking using examples in the text. Note students' successful use of reading strategies and the difficulties they encounter.

AFTER READING

Analyzing

Revisit the purpose for reading

- In pairs, have students add to their chart paper lists of the main events. Tell them they should try to mention only five or six new pieces of information, as they are not trying to include everything that happened; just some main facts. As partners are working, you can make notes about students' selections, explanations, and ability to clearly articulate their analyses using evidence from the text. After they have added to their lists, ask students, *What is the most important thing you learned from this account? What were Carle's feelings once he was rescued? Do you think he would do the same things again? What, if anything, might he do differently?*

Check on outstanding challenges

- Use the strategies identified in previous discussions (context clues, using the glossary or a dictionary, identifying words within a larger word, and so on), as well as group feedback to clarify meaning and confirm understanding of words, phrases, or facts that still pose a challenge for students.

Note successful strategy use

- Invite students to share their own examples of what they do as readers to understand the text. You may have to model this. For example, *When I first read the word 'vigil' on page 6, I was not sure what it meant. As I read on, I noticed that Carle stayed awake all night, looking after his shipmates, and talking to them. In the text, it says he was trying to give them some hope. So I think that 'vigil' means watching over and taking care of others.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

- Have students write their own survival story. The story can be fictional or non-fiction (if they have their own harrowing story to tell). If fictional, students should set their story in a context they are familiar with, and add a danger (e.g., a canoe trip where they get caught in a lake storm, a scuba diving or sailing vacation where they have problems at sea, and so on). They should write the story in the first person, and describe their preparedness for the activity, the disaster that strikes, and how they survive or are rescued.

Sequencing and Making Connections: Text to Self

Sequencing and Analyzing

Artistic

- Provide students with a legal-sized sheet of paper, and have them divide it into 6–8 equal sections, so they can create a comic strip of ‘Don’t Whistle Up the Wind.’ In addition to rereading the account, students might want to reference their chart paper lists from the After Reading discussions to help select the main events that will appear in their comic. Encourage students to use speech and thought bubbles to move the plot along. If students are unable to complete the story in 8 boxes, provide extra paper to extend their comic.

ESL NOTE: Depending on the level of your ESL students you may wish to share examples of popular comic strips, being sure to point out the effective use of speech and thought bubbles.

Self-monitoring and Synthesizing

Oral/dramatic

- Have students reread the epilogue with a partner. Ask them to look up the word ‘epilogue’ in a dictionary. Then ask, *If there was no epilogue, and the account finished when Carle reunited with his family, would you feel that you still needed to know more? Why do authors write epilogues?*
- In partners, students can write and present a brief script for TV news interview of the *BCM Atlantic’s* sinking. One partner is Carle and the other is a reporting journalist. Pairs should use information from the text in their interview.

Analyzing and Synthesizing