



# Shipwreck! Shipwreck!

Heather Haylock

## Focus phonics

oo (moon) written as ui as in fruit, suitable, cruising

y-oo written as u\_e as in use, disputes

## Tricky words

again, any, anyone, because, many, people, their, there, through, where, who

## Book summary

What is a shipwreck, what causes them and what happens when a ship is wrecked? This book answers all these questions and tells the tale of two shipwrecks and what happened to the boat crews.

## Learning intention

**Phonics:** To decode words with the phonemes /oo/ as in moon spelt ui; and /y-oo/ spelt u\_e, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. suit; used.

## Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

## Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the front cover and read the title together. Ask: What does the compound word *shipwreck* mean? (when a ship breaks up or sinks) Notice the spelling of *wrecks* with the letters *wr* for /r/. (quickly brainstorm other words that start with *wr*) Why are there exclamation marks in the title? (for emphasis, maybe shouted or spoken loudly, may mean urgent attention needed) Who is the author? (Heather Haylock) Share knowledge and views of any other

books read by Heather. (in the Reading Road series Heather has written Let's go camping, A problem called Scamp, Eagle eyes, Secrets of the sea, River's roar) Invite students to share any prior knowledge of the topic of the book, and make predictions about what kind of information might be given in the text. Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover. Flip through the book to get a sense of the contents. Do you think this is a fiction or non-fiction text and say why.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /oo/ as in moon written as ui; and /y-oo/ written as u\_e. Flip through the text to locate and read words with these focus phonemes. Discuss the meaning of these words. Build the focus word *fruit* with letter cards. Think of words that rhyme with *fruit* or have the same phoneme. List these to read together. Sort these words into the way they are written, e.g. boot, loot, hoot, root, toot, fruit, suit, fruity, bruise, juice, cruise. Then read the words.

### **Vocabulary check:**

castaways p 9 survivors of a shipwreck

sturdy p 16 strong and well-made

**Morphology:** sailor and survivor have the suffix -or which turns the verbs "sail" and "survive" into nouns, which mean one who sails or one who survives.

**Etymology:** dispute p 20 c1300, "engage in argumentation or discussion" from Old French desputer (12th century) "dispute, fight over, contend for, discuss" and directly from Latin disputare "weigh, examine, discuss, argue, explain".

**Tricky word practice:** Display the tricky words *because* and *many*. Ask: What are the tricky parts of these words?

because – the tricky part is au which says /o/ and and se which says /z/.

many – the tricky part is a which says /e/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 17 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: What is the name of the ship in the picture? (Titanic) Where would you find a shipwreck? (on a beach or sea floor) What kind of ship was the Titanic? (large passenger liner) What does *passenger* mean? (a traveller) When did the Titanic sink and why? (1912, it hit an iceberg)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups or individual students; they read a section each and then summarise the ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and

blending and praise good use of this strategy, especially words with the focus phonemes of /oo/ (as in moon) written as ui; and y-oo written as u\_e.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 5, ask: What's one reason a ship might become wrecked? (waves, icebergs, bad map reading, fog, rocks, whales, bombs) On p 6 ask: What does a ship's captain say if the ship is sinking? (Mayday!) What does *Mayday* mean? (Help!) What language does it come from? (French) On p 7, ask: What do people on a sinking ship do? (put on lifejackets, get into lifeboats)

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about shipwrecks? Which fact is your favourite? Why do you say that? What did you think of the fact boxes? Did they help you understand things? What did Heather (the author) need to know before writing this text?

**Comprehension:** Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? On p 9, ask: What does *unpopulated* mean? (no people living there) What does *remote* mean? (far away from anywhere else) What does *stranded* mean? (left on your own with no help) What do you notice about the castaway in the picture on p 9? What is he using to help himself survive? (leaves to protect himself from sun, spear made from a stick to fish with) Look at the picture of the castaways on the title page. Where else in the book do you see the same picture? (p 13) What things are they using to help with their survival? (bird bones to sew with, huts made from sticks and grass) What other things could they use? How do you think it would feel to be cast away on a remote island? Read and discuss the questions on the inside back cover.

Ask students to choose a heading and retell that part of the text. Discuss the meaning of *survive*. What words can you make from the root word *survive*? (surviving, survived, survival, survives) Say the word *abandoned* and count the syllables. (3) Find other words in the text with three syllables or more to count and say, e.g. castaways, unpopulated, helicopters. Look for compound words in the text and discuss the meaning of the two separate words and what they mean when joined together, e.g. waterproof, underwater, rainwater, lifejackets, lifeboats.

**Fluency:** Choose a passage from the book and model how to read it with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 18)

In Tonga, in June 1965, six teenage boys stole a boat to go cruising on the water. There was a big storm. The sails ripped and the boat was swept far away from Tonga. The boys drifted in the sea for a week. They tried to catch fish to eat and collect rainwater to drink. When they finally spotted some rocky land, they were weak from lack of food and water. They abandoned their boat and swam to the shore. The boys were castaways!

(page 22)

In September 1966, 15 months after they were shipwrecked, a ship sailed past. The ship's crew saw the boys through their binoculars and rescued them. The crew was amazed the boys had been there all by themselves for so long! When they got back to Tonga, the boys were arrested and put in jail for stealing the boat. One of the crew who had rescued them paid for a new boat so the boys could get out of jail. A film was made about what the boys did.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/oo/ as in moon spelt ui. /y-oo/ spelt u\_e.

Write sentences.

Dictated sentences.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Adjectives and nouns.

### **Worksheet 3: History**

Write a newspaper story about the Titanic.

### **Worksheet 4: Maths/Logic**

Play the game Shipwrecks! (based on the game Battleships).