

## The Port



**Topic:** Transport/Movement  
**Curriculum link:** Study of Society  
**Text type:** Report/Description  
**Reading level:** 20  
**Word count:** 741

**Vocabulary:** buoy, channel markers, coal ships, container ships, cruise ship, ferries, fishing boats, hotels, oil tankers, passengers, pilot boats, ports, refinery, restaurants, shipping signals, starboard, terminal, timetable, transported, tugboats, water taxis

**Possible literacy focus:**

- Understanding the structure of a description.
- Understanding the complexity of ports.
- Explaining the information about shipping signals.

## Follow-up activities

### Understanding text structure:

#### Report/Description

This text follows the structure of a report. It provides factual information. It has an opening statement followed by facts about the topic. Diagrams and labels may be used as well. Discuss with the children the introduction (opening statement) and the facts about each type of boat or ship.

#### Discuss and reflect

After reading the book, ask the children:

*What different types of boats use a port?*

*Where are ports found?*

*Why are they near cities or towns?*

*Which types of boats carry cargo?*

*Which types of boats carry passengers?*

*Why are shipping signals necessary?*

### Exploring the diagram

Ask the children to turn to page 24.

*What does this diagram tell us? Why is it in the book?*

Ask the children to work with a partner and explain the diagram.

*What other information do you want to know about shipping signals?*

*Where could you find this information?*

*Why do you think that the author decided to use a diagram to explain shipping signals? Do you think it works? Why or why not?*

# Design a port

You will need:

cardboard, coloured paper, icypole sticks, boxes, sticks, corks, pipe cleaners, scrap material, crepe paper, sticky tape, glue, scissors, pencils, felt pens

1. Work with a partner to brainstorm your ideas for designing your own port and write them down.
2. Search for materials to use for each part of the port.
3. Make your own ships and boats.
4. Write a blurb to explain the special features of your port, using some of the terms from the book.
5. Display your model in the classroom.

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## Mobile

You will need:

coathanger, string or wool, cardboard, felt pens, crayons, coloured pencils

1. Make a mobile that includes all of the different types of ships and boats in *The Port*.
2. Draw a picture of each ship or boat.
3. Add labels to explain their special features.
4. Hang your mobile in the classroom.

# The Port

Talk with a friend about each of these pictures. Write about what you see.



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# Plurals

Complete the table below. See if you can work out the different rules for making words plural.

Singular	Plural
<b>port</b>	<b>ports</b>
passenger	
tanker	
town	
taxi	
night	
<b>ferry</b>	<b>ferries</b>
city	
country	
refinery	
jetty	
<b>box</b>	<b>boxes</b>
bus	

Now write some sentences about ports using some plural words.

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**Instructions** Please note that these words are from *The Port*. Suggest to the children that they look in other books and print material around the classroom to discover other plurals that they can add to their list. Are there any other rules for making plurals?