

Under Sail

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Level 22

Getting ready for reading

You might ask: *How did people travel over the sea before there were aeroplanes and boats with engines? What would it have been like to sail in a sailing ship?* List the students' answers on the board.

Talking through the book

Give each student a copy of the book. Discuss the picture on the cover. *What are these sailors doing? Why might they be doing this?* Turn through the book asking the students to scan each page for any words that they don't know. When such words are found, discuss the meaning of the word and demonstrate its pronunciation.

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

What does it mean to be 'under sail'?

What makes sailing ships move?

What was likely to happen if a sailing ship got into trouble on a voyage?

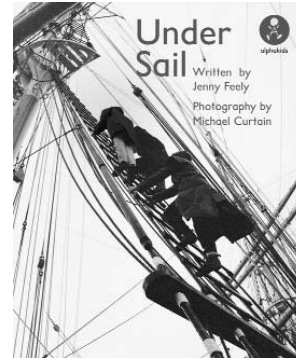
How likely was it that they would be helped by another ship?

What is the best/worst thing about being a sailor on a sailing ship?

How would a sailor's life be different on a supertanker?

Being a code breaker

Students may like to investigate the use of apostrophes to indicate possession: *sailors' beds, ship's biscuits.*



TEXT FEATURES

- **This book is an information report about what a sailor's life would have been like aboard a sailing ship in the past.**
- **It is written in the past tense.**
- **Colour photographs support and extend the text.**
- **Labels are used to point out specific parts of the ship.**
- **A glossary is included. Glossary words are highlighted in the text.**
- **Some everyday sayings with nautical roots are explained.**

Students could explore compound words used in the book: *overboard*, *sailmaker*, *sometimes*, *anyway*, *without*.

Being a text user

Discuss:

What does this book help you to learn about?

Does it teach you how to be a sailor?

Being a text critic

Discuss:

Are all sailing ships like the one in the book?

Do modern sailors sail ships like this one?

Is the information in the book accurate? How could we check?

Literacy learning centres – follow-up activities

T TEXT CENTRE

Students could reread the book and make a concept web, mapping the main ideas from the book.

✍ WRITING CENTRE

Students could write diary or journal entries as if they were on a long voyage on a sailing ship. They could write about: leaving port; a day with no wind; a storm; and arriving at the destination.



🌊 INTERACTIVE LITERACY CENTRE

Students could work in cooperative pairs to make posters that advertise for a sailor to join the crew on a sailing ship.

😊 WORD CENTRE

Students could further investigate the use of apostrophes to indicate possession.

Keeping track

Students can be asked to self-assess through the use of focused questions:

What did I learn by reading this book?