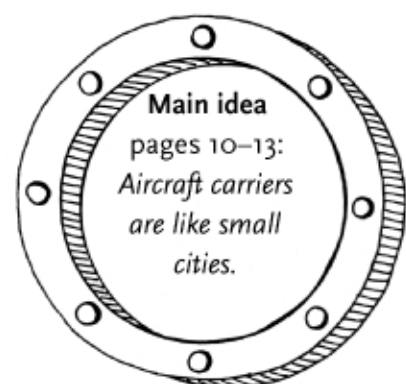


NAME _____

Giants of the Sea



1

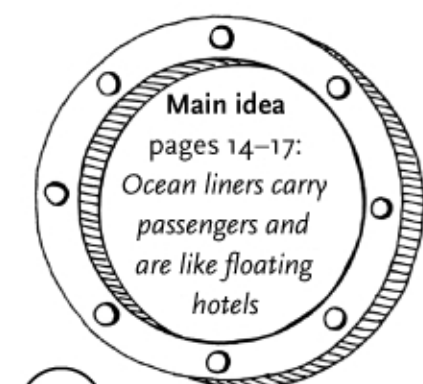
2

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1

2

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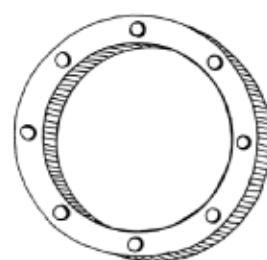
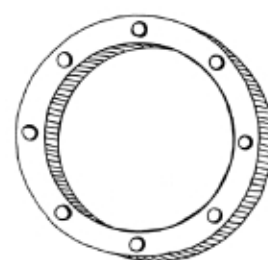
4

5

6

What's the Big Idea?

Directions: Reread the pages and find details that support the main idea. Write the details next to the numbers 1–6.



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Giants of the Sea

LEXILE™ 940

→ FOCUS STRATEGIES

→ Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading. Use a KWL chart to help students set up questions to guide their reading.

→ Comprehension Skill Identify Main Ideas and Details

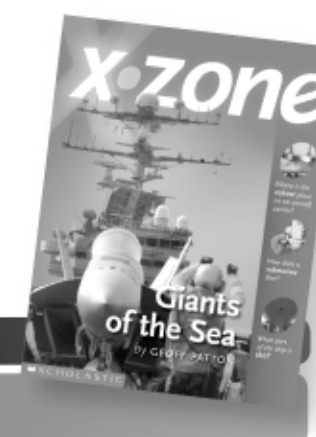
Understanding the main ideas in a text is central to understanding the text. Because readers can't remember everything, they must know how to differentiate the unimportant from important details that support the main ideas of the text. Students can look for clues that help them determine the most important points: headings often provide an overall clue to key ideas, many paragraphs contain topic sentences, which are often the first or last sentences, and sometimes helpful words can signal relevant information—for example, *in fact*, *most important*, *such as*, etc. Model for students how to use these main idea clues and then guide them as they search for clues themselves.

→ Vocabulary Skill Context Clues

Students need to learn how to use context, or the words surrounding an unfamiliar word, to figure out the meaning of difficult words. Sometimes the context provides clues in the immediate sentence, while other times students may need to look at the information in a whole paragraph or even a page to find the clues. There are different types of context clues that students can learn to look for: examples, descriptions, comparisons, and direct definitions of the word. Students can also learn to look for words that signal definitions, comparisons, or examples within the context.

Focus Vocabulary Skill: Context words and signal words

Content Words	Signal Words	Page
catapult	clues in whole paragraph	6
ejector	clues in sentence	7
tail hook	which is	8
flight deck	is	13
hanger deck	is	13
island	is like	12
troopships	clues in whole paragraph	19
embarked	clues in sentence	23
ballast	clues in paragraph and diagram	25



X-zone

GIANTS OF THE SEA

→ SUMMARY

Giants of the Sea describes the huge vessels that cross our oceans. Aircraft carriers can be as tall as a twenty-storey building and function as a small city by providing everything sailors need from barbers to fresh water. Ocean liners carry passengers and are like large floating hotels, offering passengers entertainment, food, and exercise facilities. Submarines are built to travel under water. Like the other vessels, they provide all the facilities sailors need for their long stay at sea.

→ OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Locate main ideas and details in the text and organise them on a chart.
- Use context clues to figure out the meanings of unfamiliar words.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can find details that support the main idea in the text. Note whether they can differentiate between important and unimportant details. Note whether they can independently identify main ideas and supporting details, and organise the information on a chart as they read the rest of the book.
- Monitor whether students can question as they preview and read the text. Note whether they understand how self-questioning helps them direct their reading.
- Note whether students can use context clues to figure out unfamiliar words and whether they are aware of words that signal context clues.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Create a large KWL chart labelled ***Ships*** on the board. Pair students and have them discuss what they know about ships.

What I Know	What I Want to Know	What I Learned

- Have students share what they know and record it in the first column of the KWL chart.
- Ask students to share some questions they have about ships and record their questions in the second column.

Apply Metacognitive Strategies

- Have students preview the cover of the book and the table of contents. Ask them what questions they have as they preview this page and add any questions they have to the chart. Ask them if looking at the table of contents reminds them of other things they know about ships. Record this information in the first column.
- Model self-questioning.
Think-Aloud: One of the sections is called *Aircraft Carriers: The Airports of the Ocean*. I know that planes can take off and land from an aircraft carrier, but I would like to know how they are able to do this. I wonder if the planes need special features to be able to land on a carrier.
- Preview the book with students, encouraging them to add questions to the chart as they view the photos and artwork.

Preview Text Features

- Point out text features that help students visualise information in the text, for example, the diagram of the aircraft carrier on pages 12 and 13.
- Point out the glossary and index and discuss the purpose of each.
- Call attention to the sidebars and explain that these will provide extra facts about the ships.

→ Introduce the Focus Vocabulary Skill: Context Clues

- Point out the words in the cross-section diagram on pages 12–13. Point out the signal words ***is*** and ***is like***, and tell students that these words tell them that the words are being defined in the context. Explain that sometimes they will not find signal words and will need to read around unfamiliar words, which sometimes includes the whole paragraph or page, to get enough context clues to work out the meaning.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–17 of *Giants of the Sea*.

Main Ideas and Details

- Tell students that they will be reading pages 2–17 silently. Explain that you want them to think about which ideas in the text are the most important.

Generating Questions

- Remind students to be active readers by making connections to what they already know about ships and to ask questions in their heads about what they are reading.

Word Skills

- Remind students to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.

During Reading

→ Focus the Reading

- Provide prompts every few pages, or encourage students to form their own questions, and have them read silently to find the answers. Briefly discuss the questions and conclusions before providing another prompt and having them continue reading. Have them refer to the KWL chart as they read.
Pages 2–5: Have students read to answer questions they have about aircraft carriers. When they have finished reading, discuss what they found out, and ask whether any other questions came to mind as they were reading.
Pages 6–9: Have students read to find out about how planes take off and land. Discuss what they find out.
Pages 10–13: Have students read for the answers to any other questions they have about aircraft carriers. Have them share what they find. Have them look at the KWL chart to see which questions have been answered through their reading. Record new information students have learned in the third column of the chart, either during this guided reading section of the lesson or following the second reading of the text.
Pages 14–17: Have students read to answer questions they have about ocean liners.
Model your own self-questioning process.
Think-Aloud: I know that ocean liners carry passengers. I wonder how big these ships can be? I wonder how long it took to travel by ship on the early ocean liners.
- Have students reread pages 2–17, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place sticky notes next to parts of the text that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Discuss with students how asking questions directed their reading of the text and made them more active readers. Have them share some of the questions they had about the text and whether any of their questions were answered as they read.
- Ask students to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Identify Main Ideas and Details

Model

- Explain what a main idea is and why finding the main idea is important to understanding and remembering information. Model how to locate key information.

Think-Aloud: I know that the main idea is the most important thing in a section or chapter. Good readers know what the main idea is and this helps them understand and organise the information in the book. I know that a main idea has supporting details and I need to separate important details from unimportant details because I can't remember everything that I read. It helps if I pick out key words within sentences and write them down on a graphic organiser, rather than writing whole sentences.

Guided Practice

- Make a large web on the board similar to the graphic organiser. Write the main idea of the section on page 6 in the centre circle: *flight decks on carriers are small so planes need help to take off*. Guide students to find details that support this main idea and write the details on the chart as students find them.

→ Independent Practice

- Give students the graphic organiser and have them complete it independently. Explain that the main ideas of two of the sections are provided for them. They are to find the most important details that support these main ideas and record them on the chart. When they read the rest of the book they can create a similar chart to record main ideas and details. Have students share and discuss their completed worksheets.

→ Vocabulary Skill: Context Clues

- Point out the word ***catapult*** on page 6. Ask students to explain what this word means. Ask how they are able to use the context to figure out the meaning. Point out that there are no signal words in the text, so the reader must make use of the whole paragraph to get a sense of the meaning of the word. Point out how the illustrations also help with the meaning.
- Have students find the words ***tail hook*** on page 8. Ask how they are able to work out the meaning. Make sure they recognise the signal word ***is*** which provides a clue that the word is going to be defined in the sentence.

→ Apply the Lesson

- Have students read the rest of the book independently and look for main ideas and supporting details in the book. Have them copy the format of the graphic organiser to record main ideas and details.
- Remind students to preview the pages before reading and think of questions about the topic. Remind them that good readers question in their heads as they read.
- Encourage students to use context clues to figure out meanings of unfamiliar words.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.