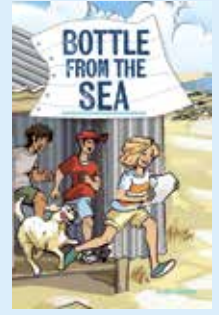


Bottle from the Sea

Stace, Carlo and Benjy find a bottle on the beach by the hut. The bottle has a map in it and the children follow the map to find the treasure. The treasure they find isn't what they expect, but it is good all the same!



Reading strategy

Decoding unfamiliar words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the unfamiliar word and trying to read it again

Comprehension focus

- Predicting and interpreting the text

Fluency focus

- Using expression and character voices when reading dialogue

Genre focus

- Report

Day 1: Before reading

- Talk about and identify the text features – title, blurb, contents page, chapter titles, lead sentences, significant phrases and single words.
- Discuss how each feature assists the reader to predict and interpret and gain understanding.

During reading

- Give each student a copy of Worksheet A and discuss expectations.
- Read the title of the book. Say: Use the important words in the title to help you make a prediction of what the story will be about.
- Have students record their prediction in box 1 on Worksheet A. Have students share their predictions. Give them the opportunity to rewrite their predictions after they have listened to the opinions of other students.
- Read the Chapter 1 title. Read the text with students. Say: If you want to, you can add to or change your prediction.
- Read the title for Chapter 2 and the text on page 11. Ask: What do you think the next part of the story will be about?
- Ask: What important words might be included in the text?
- Have students use box 2 on Worksheet A to predict what might happen next.
- Read Chapter 2 aloud, choral reading with students. Discuss the content of Chapter 2.
- Discuss the importance of reading and understanding all the words in a text. Ask: What do you do when you come to a word you don't know? Introduce the reading strategies for decoding unknown words.

- Model the different strategies students can use:
 - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
 - Thinking about the meaning of the whole sentence
 - Asking, Does that sound right? Does that make sense?
 - Coming back to the unfamiliar word and trying to read it again
- Allow students to read Chapter 1 independently and practise the decoding strategies.

After reading

- Allow students to quietly read Chapter 2, noticing where they can use expression and character voices when reading the dialogue.
- Students use their notes on Worksheet A to discuss the story so far.
- Encourage them to read their predictions and talk about why they made changes.

Fluency focus

Read *Letter in a Bottle* or *Buccaneer Rap* to students. Remember to use expression and character voices – use a buccaneer/pirate voice for the rap. Have students read along with *Letter in a Bottle*. They practise changing the expression and tone of their reading to suit the features of the text.

Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- adding -ed to verbs
- apostrophe for contractions
- variant graphemes for /ai/
- variant grapheme for /oi/
- alphabetising words

Activity 1 Adding -ed to verbs

Assign one chapter to each student and ask them to find and record all verbs (action words) containing -ed in the story, e.g. *laughed, paddled, landed, ignored, walked*. Make a class list. Work together to identify the base word and model how -ed is added to create the past-tense verb. Involve students in classifying the words into groups according to what happens to the base word when ed is added, e.g. double last letter, just add d, or add ed. Write these on a chart. Together, construct rules for creating the past tense with -ed, e.g. if a base word ends in -le, just add d.

Activity 2 Apostrophe for contractions

Record the following sentence in front of the group – *We'll never get to the beach hut at this speed.* (page 5) Ask: Why is there an apostrophe before the ll in the word *We'll*? Discuss the

concept of contractions and how we show them. Model this with examples. Involve students in the use of an apostrophe to demonstrate contractions by getting them to expand them, e.g. we'll - we will; haven't - have not; it's - it is; you're - you are. Students expand I'll, you'll, didn't, she'd.

Activity 3 Variant graphemes for /ai/

Write the word *eighty*. Sound it out and discuss the use of the variant grapheme *eigh* for /ai/. Repeat the process with the words *weight*, *eight*, *freight*. Brainstorm other words with variant graphemes for /ai/, e.g. *ay*, *a_e*, *ea* (*pay*, *late*, *great*). List and read the words.

Activity 4 Variant grapheme for /oi/

Record the following words on the board – *pointed*, *coin*, *voice*. Ask: What sound can you hear in each word? What letters represent the sound in each word? Underline and identify the letters that make the /oi/ sound. Ask students what variant grapheme makes the same /oi/ sound? (oy) Brainstorm words with /oi/ spelt oy. (*boy*, *toy*, *joy*, *annoy*)

Activity 5 Alphabetising words

Review the process of putting words into alphabetical order. Remember if two words start with the same letter, then look at the second letter. List the following words and ask students to put them into alphabetical order: *Christopher*, *Columbus*, *castaways*, *central*, *container*, *communicate*.

Day 2: Before reading

- Review the points made about predicting and interpreting text and decoding unfamiliar words.
- Have students use Worksheet A to review what they predicted so far and whether they still agree with their predictions.

During reading

- Have students read the title of Chapter 3 then predict what will happen in Chapter 3 and record it in box 3 on Worksheet A.
- Read pages 23–26 of Chapter 4, then have students write their prediction on Worksheet A.
- Students read Chapters 3 and 4 aloud in pairs (quietly).
- Share examples of decoding unfamiliar words.
- Remind students to listen to the way dialogue is read. They use text features to help predict and interpret.

After reading

- Have students share their entries in boxes 3 and 4 on Worksheet A and confirm or negate them.

- Help students make connections with the text by asking: Have you ever had to follow directions to find something? Have you ever tried to find something that is lost or hidden? What did you do? Did anyone else help you? Do you know any other stories about looking for buried treasure?

The rap: rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read important words automatically

Activity 1 Introduce the rap

Read the rap with students. Volunteers read the rap independently.

Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

Activity 3 Identify rhyme

Analyse each verse and the refrain to identify the pattern that has been used. Note any deviations and discuss. Identify the words at the end of the second and last lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

Activity 4 Make a readers' theatre script

Students work in groups of three. They decide which line each one will read individually and which lines/words they will read together. They perform their scripts for the class.

Activity 5 Publish a rap

Have each student produce their own rap about one aspect of buccaneers or letters in bottles. They use a device to add graphics to their rap. Have students jointly publish their raps as one book along with other details about buccaneers or letters in bottles. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

Day 3: Before reading

- Review the text features that students used to predict features of the text: title, chapter headings, sentences and important words.
- Encourage students to recall the problem of the story.

During reading

- Ask: What do we know about story endings? Have students use this knowledge to predict an ending and record it in box 5 on Worksheet A, e.g. Say: By the end of the story the problem will have been resolved. We will have a resolution.
- Introduce Chapter 5 to students, then choral read it together, varying expression for dialogue.
- Remind students to use text features to help predict and interpret; try to decode words they are having difficulty with; listen to the way dialogue is read.

After reading

- Students review the problem and resolution of the story and share what they wrote in box 5 on Worksheet A.

Publish a report

Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (then, later, in 2005) are used to link the paragraphs together. Information can also be presented in a graphic form.

- Ask: What do you know about reports? Discuss responses.
- Read *Letter in a Bottle* together. Ask: What did you already know about letters in bottles? What did you learn?
- Discuss how to organise a report by sequencing the information in a logical manner. Count the paragraphs and discuss the purpose of the introduction and final fact.
- Inform students that they will use the text from the book. Supply students with a photocopy of Worksheet B. Allow time for them to reread the report.
- Ask them to cut it into meaningful sections, sequence the sections and then paste them on a large sheet of paper.
- Read each paragraph and identify the features of the topic that are being written about in each paragraph.
- Tell students that they can add graphic elements to their report. Model how to compose and add a caption to a graphic element. Allow time for students to complete the task.

Letter in a Bottle

You can communicate by bottle. A note is put into a bottle or waterproof container that can float. It is then put into the sea. Someone might find the bottle and read the note.

Castaways send notes to try to get help. Some people send notes in bottles just to see how far they will travel and to make new friends.

When Christopher Columbus was travelling back to Spain after landing in America, he put a letter in a sealed cask. His ship was in a terrible storm. He wanted to make sure that people knew about America in case he didn't live. Columbus did live but his letter was never found.

In the 16th century, the British navy used bottles to send information to shore. There was even an official job of "Uncorker of Sea Bottles". If anyone else opened these bottles, they might be thrown into prison.

In 2005, 88 people were rescued off the coast of Central America after their ship was wrecked. They had placed an SOS in a bottle and it was found.

One note in a bottle was put into the sea in 1914 and found by a fisherman in 2006. That's 92 years bobbing about on the waves.