

Wreck Trek

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Book Summary

Wreck Trek takes a fascinating look at the underwater wrecks of ships and planes and explains how they change over time. It also follows the wreck hunters and explores the different ways they locate and retrieve treasure.

Features of the Book

- The cover and layout of chapter headings, linking to the theme of the book
- Specialised vocabulary – *sonar*, *strobe lights*, *stern*, *scuttle*
- The different ways of presenting information – glossary, index, map, and website addresses
- Varied format – photographs, diagrams, and information boxes
- Examples of procedural text and diagrams
- Historical information

Purpose

Wreck Trek can be used to introduce and reinforce the following skills:

- S** predicting content and probable outcomes;
- S** using photographs to help with the overall comprehension of text;
- S** using layout and chapter headings to navigate text;
- S** reading to become informed;
- S** using a variety of sources, including electronic media, to research a topic;
- S** developing a time line to summarise and record key events.

The Guided Reading Lesson

- S** Predicting content and probable outcomes
- S** Using photographs to help with the overall comprehension of text
- S** Using layout and chapter headings to navigate text
- S** Reading to become informed

Introducing the text

Look at the cover of the book together and discuss the title and photographs.

- *What do the photographs and the layout of the cover tell us about this book?*

Look closely at the photograph of the two divers.

- *What equipment can you see?*
- *What sort of training would they need before diving?*
- *What are they holding onto? Why?*
- *What do you think they are doing there?*

Brainstorm what the students know about wrecks and diving.

- *What does the title Wreck Trek mean?*
- *What sorts of wrecks do you think you'll read about in this book?*

Turn to pages 2 and 3 and look at the headings.

- *Why do you think they have been set out this way?*
(The headings have been made to look as though they are sinking.)

Look together at the chapter headings to see how this has been continued throughout the book.

Now read the Introduction on page 3 together.

Reading and discussing the text

Have a look at the layout of the pages in chapter 1.

- *Discuss the use of photographs and the way the boxes of text give additional, related information.*

Ask the students to read chapter 1 independently. While they are reading, they could think about one or more of the following questions:

- *How are wrecks found?*
- *What is done to make sure that the site of the wreck is easily found again?*
- *Why are everyday objects on an old wreck of so much interest?*
- *How does a wreck break down?*

When the students have finished reading, discuss the information they have found and how it helps to answer the purpose-setting questions. Ask the students why they think so many of the objects were in good condition.

- *Show me the part that tells you that.*

Look through chapter 2 together. Ask the students for their impressions of the content from looking at the headings and photographs. Responses could include:

- *It looks cold and quite dangerous deep down in the sea.*
- *There is a lot of information in the captions.*
- *They use a lot of technology to help them find the wrecks.*

Then ask them to go back and read chapter 2 independently. When they have finished, discuss whether the impressions they gained from the layout were supported by the text.

Discuss with the students how *Wreck Trek* has informed them about diving and wrecks. Create a new vocabulary list by asking the group to share some of the technical or new vocabulary they read in this story. Write these words up on a chart and encourage the students to define this vocabulary in their own words.


The students can now finish reading the book independently.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

- S** Using photographs to help with the overall comprehension of text

Ask the students to work with a partner and take turns sharing a part of the book they found informative, showing their partner where this information is found in the book. They should discuss whether the layout on that page or pages contributed to their choice. When all the pairs have finished, they could summarise what they found to the whole group.

-  Give the students the opportunity to write on a topic they already have knowledge of. Encourage them to use *Wreck Trek* as a model for setting out their final copy, for example, using headings appropriate to the topic, information boxes, diagrams, and photographs.

- S** Using a variety of sources, including electronic media, to research a topic

This story may act as a catalyst for the students to undertake their own research about wrecks or diving. Alternatively, you could suggest that they choose one of the eight wrecks mentioned in this story and carry out more detailed research. Encourage them to:

- develop open-ended questions that will help them to focus on what they want to find out;
- use the websites listed on page 30 or make a list of keywords related to their wreck that will help them find relevant information on the Internet;
- use books, journals, magazines, and CD-ROMs from the school and local libraries to help them find further information.

- S** Developing a time line to summarise and record key events

The students can use the blackline master on page 81 to create a time line showing the sequence of dates for the eight wrecks in the book.