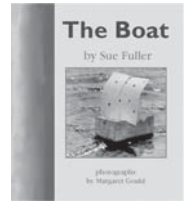


The Boat

by Sue Fuller

photographs by Margaret Gould



Book Summary

In this story, a child constructs a cardboard boat and takes it to the beach to see if it will float.

Features of the Book

- The clear sequence of steps for the children to identify and follow.
- Photographs to support the text.
- Clear, large print.
- The high-frequency word “The.”
- Initial “b” consonant – “beach,” “box,” and “boat.”
- Long and short vowel – “box” and “boat.”
- Labeled diagram in the back of the book.

Purpose

The Boat can be used in a guided reading setting to introduce the following skills and strategies:

- S** predicting the story line using illustrations from the book;
- S** responding to simple questions about the story’s content;
- S** recognizing the relationship between letters and their sounds;
- S** writing labels for a specific purpose;
- S** recording some simple directions.

Introducing the text

Read the title and the names of the author and photographer to the group. Ask the children what they know about boats.

- *Has anyone been on a boat?*
- *How big do you think this boat is?*
- *Have you ever made a boat like this?*
- *If you made one, where would you sail it?*
- *Do you know the names of any parts of this boat?*

Reading the text

- S** Predicting the story line using illustrations from the book.

- S** Responding to simple questions about the story’s content.

- S** Recognizing the relationship between letters and their sounds.

Title page – Read the title and the names of the author and photographer again.

Pages 2 to 4 – Discuss the building process as you look at the photographs.

- *What has she done to the box?*
- *What has she used to hold the sail on?*

Page 5 – Discuss the scene in the photograph.

- *Where are the girls going?*
- *What are they going to do?*

Pages 6 and 7

- *What are the girls doing?*
- *What is going to happen to the boats?*

Page 8 – Confirm the group’s predictions.

Point out the diagram on the inside back cover.

Children now read the book independently.

Revisiting the text

- *What word is on every page?*

Look at “box,” “boat,” and “beach” – ask for other “b” words.

- *Does anyone’s name begin with “b”?*


Examine the diagram on the inside back cover and discuss the labeled parts.


Make a list of the things needed to make the boat.

Following Up

- S** Writing labels for a specific purpose.

- S** Recording some simple directions.

 Using the list of words that begin with “b,” get the children to find pictures of other objects beginning with “b” from magazines. Label each picture.

 As a shared writing activity, sequence the steps needed to construct a boat.

- B** Complete the blackline master opposite.