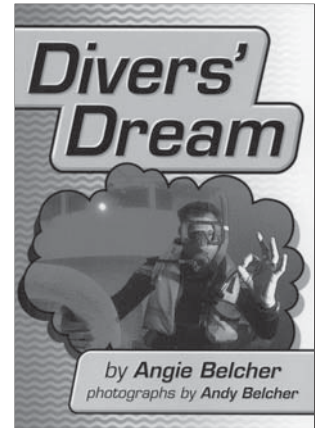


# Divers' Dream

by Angie Belcher

photographs by Andy Belcher



## Book Summary

*Divers' Dream* tells the story of an old tugboat that is moved from a museum to the ocean, where it is sunk and used as a place for recreational divers to visit.

## Features of the Book

- Nonfiction text features – reports, labeled diagrams, maps with a key, glossary, index, photographs
- Sequential text and photographic sequence of events
- Quotation marks to distinguish technical terms
- Newspaper features – headline, article, letters to the editor
- Problems and solutions
- Specialized vocabulary – *towed, harbors, museum, scuba diver, marine biologist, engineers, funnel, trailer, welded*
- Compound words – *tugboat, businessman, newspaper, everyone, portholes, fireworks, slipway*

## Purpose

*Divers' Dream* can be used to introduce and reinforce the following skills:

- S** exploring problem resolution;
- S** following a sequence of events;
- S** forming and supporting opinions;
- S** paraphrasing and summarizing information.

## The Guided Reading Lesson

- S** Exploring problem resolution
- S** Following a sequence of events
- S** Forming and supporting opinions

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master, a pencil, and colored pens or pencils for each child

## Introducing the text

Look at the cover of the book together.

- *Where is the person on the cover?*
- *Why is he or she dressed like that?*
- *What can you see in the background?*

Read the title, the names of the author and photographer, and the blurb on the back together.

Make predictions about how and why the *Taioma* was sunk.

## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Read pages 3 and 4 together. Discuss the use of quotation marks to distinguish technical terms. Ensure that the children understand what a tugboat is used for.

Have the children read through to the end of chapter 1. Discuss and record their ideas about what could happen to the tugboat next and ask them to read page 8.

- *Were any of our predictions correct?*

Use the word “scuba diver” to demonstrate how to use the glossary.

Read pages 9 and 10 and discuss the features of a newspaper article.

- *Who is the editor?*
- *Why are people writing to the editor?*
- *Which letter do you agree with and why?*

### Day Two

Use the contents page to locate where you have read to so far. Discuss the chapter heading Problem Solving and brainstorm the problems that Steve might have. Record these ideas on a T-chart on the board showing possible problems and solutions.

Encourage the children to read to the end of chapter 3 silently while you rove and support.

- *Which of Steve’s suggested solutions do you agree/disagree with?*
- *Can you think of other ways to solve his problems?*
- *Did we predict the same problems that he did?*

Share-read the text and labeled diagrams on pages 16 and 17.

- *How do these diagrams help us? Which is easier to follow – the diagrams or the text? Why?*

Read to the end of the chapter. Turn back to page 20 and use the key to read the map together.

Encourage the children to read to the end of chapter 5 silently and to discuss the chapter with a partner.

- *What is the difference between the way this chapter was written and previous chapters?*

Ask the children to read to the end of the book independently.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Forming and supporting opinions

Split the children into two groups. One group will be supporting Steve’s decision to sink the tug, and the other group will be opposing his decision. Encourage the children to refer to the text to support their opinions. Debate the issues involved between the two groups and then evaluate the debate together.

### **S** Paraphrasing and summarizing information

Ask the children, in pairs, to draw a flow chart showing the process involved in moving the tug. Discuss the importance of recording each step of the process in the correct order.

Use the newspaper article on page 9 as a model to write an article about what has happened to the *Taioma*.

**B** The children can complete the blackline master on page 91.

