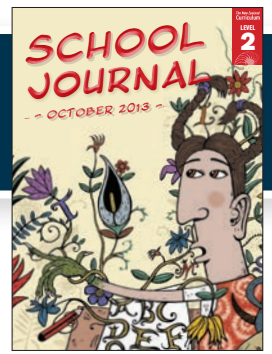


Shipwrecked

by Sharon Udy

School Journal
Level 2, October 2013
Year 4



Overview

Using a graphic novel format, the narrator tells a story about her father. Many students will identify with the narrator who thinks her parents are a bit boring – until she finds an old newspaper clipping.

While it is not a Pasifika text, the Pacific setting will be familiar to many and will add interest for many Pasifika students. Some students will have experiences of the sea and will be familiar with boating and swimming. They will probably be aware of the dangers of boating and the difficulty of swimming long distances.

The text includes themes of safety and adventure, as well as the features of a graphic novel.

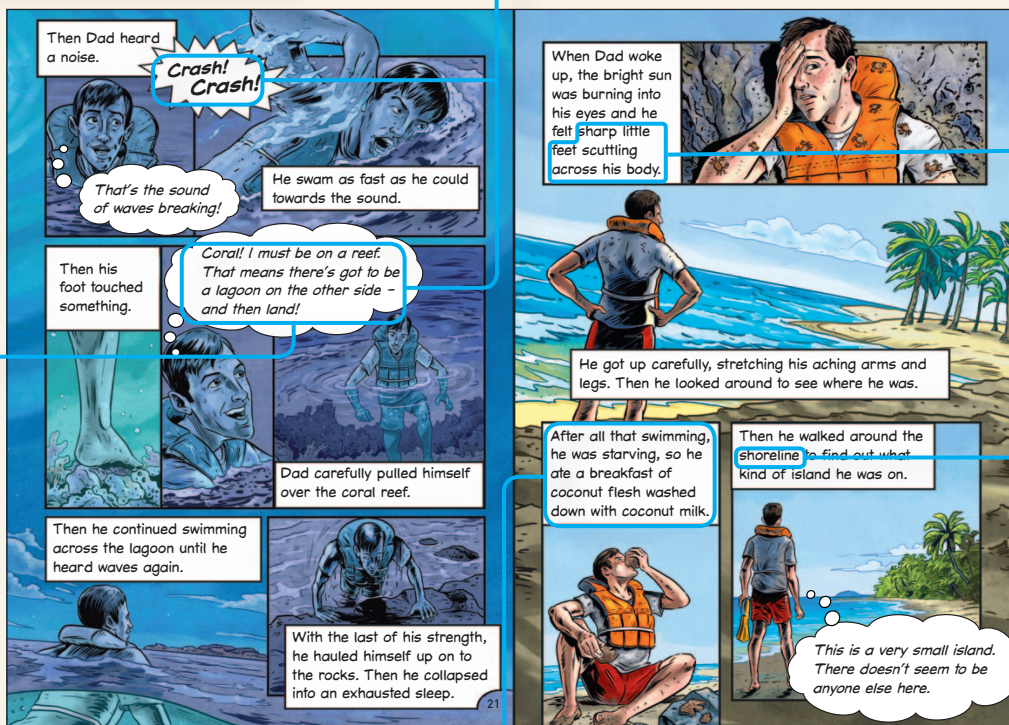
Texts related by theme “Pickled Thumb, Anyone?” SJ 2.2.07 | “The Trouble With Shadow” SJ L2 Oct 2012

Text characteristics from the year 4 reading standard

some places where information and ideas are implicit and where students need to make inferences based on information that is easy to find because it is nearby in the text and there is little or no competing information

other visual language features that support the ideas and information, for example, text boxes or maps

figurative language, such as metaphors, similes, or personification



some compound and complex sentences, which may consist of two or three clauses

some words or phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations

Reading standard: by the end of year 4

Possible curriculum contexts

SOCIAL STUDIES (Social Studies)

Level 2: Understand how cultural practices reflect and express people's customs, traditions, and values.

ENGLISH (Reading)

Level 2 – Language features: Show some understanding of how language features are used for effect within and across texts.

ENGLISH (Writing)

Level 2 – Language features: Use language features appropriately, showing some understanding of their effects.

Possible reading purposes


- To enjoy reading about a true adventure
- To find out what happened to the narrator's father
- To explore ideas about survival in the sea.

See Instructional focus – Reading for illustrations of some of these reading purposes.

Possible writing purposes

- To recount an adventure
- To experiment with the graphic novel style
- To respond to the story from a different point of view.

See Instructional focus – Writing for illustrations of some of these writing purposes.

 The New Zealand Curriculum

Text and language challenges

VOCABULARY:

- Possible unfamiliar words and phrases, including “newspaper clipping”, “tropical”, “messaging about”, “horizon”, “coral”, “lagoon”, “hailed”, “coconut flesh”, “shoreline”, “resort”
- The word “phytoplankton” and its description
- The descriptions, “funny bubbling sound”, “glowing bright green”, “inky black water”.

Possible supporting strategies

Identify any words your students may find challenging: most of the vocabulary is straightforward and supported by the images.

Students who are English language learners could focus on words related to the Pacific island setting, listing and discussing them before and during reading.

The English Language Learning Progressions: Introduction, pages 39–46 has useful information about learning vocabulary.

SPECIFIC KNOWLEDGE REQUIRED:

- Familiarity with beaches, boats, and swimming
- Knowledge of safety procedures in boats
- Knowledge of tropical islands, including knowing that a reef separates an island's lagoon from the ocean
- Familiarity with the conventions of a graphic novel or comic.

Possible supporting strategies

Activate and build prior knowledge of the setting. Encourage students to share what they know of islands in the Pacific, in particular of reefs and lagoons.

If necessary, activate or build prior knowledge about water safety: discuss the ways we keep ourselves safe in the water (swimming between the flags, swimming with others, knowing our limits) and on boats (wearing life jackets, telling others where you are going, going with an experienced person).

TEXT FEATURES AND STRUCTURE:

- Graphic novel
- Shifts in time between the present (narrator) and the past (dialogue, newspaper clippings)
- Foreshadowing of events to come
- Images that are central to conveying the message
- Short, simple sentences
- Facsimile of a newspaper article.

Possible supporting strategies

Ask the students about their experiences of reading comics and other texts that use illustrations more than words. If necessary, display some examples and review how to read them – left to right, top to bottom, often with irregular layouts. Discuss the relative amounts of text and images and prompt the students to identify the narrative (often in a box) and the dialogue (usually in speech bubbles).

At the end of each page, ask the students to discuss what might happen next: prompt them to look for the clues the author gives about events to come (foreshadowing). For some students, it may be easier to teach foreshadowing after reading. When they know what happens in the story, ask them to return to the start and find the hints the author had given.

For students who would benefit from previewing some of the text and the vocabulary orally before reading, give pairs of students copies of selected frames (not the last two, that would spoil the ending). Have the pairs discuss each frame, putting them into a sequence and making predictions about what might happen. Have the pairs share their ideas. Review key concepts and feed in key vocabulary during the discussion.

English language learners may benefit from listening to the story before reading it. After the pair work and discussion described above, you could give pairs cut-up copies of all of the frames (without the text) and have them listen to the story and put the frames in order. (You will probably need to pause at points so they can discuss their sequence.) Then have the students read the text and check their predictions and their sequence. After reading, the students could retell the story in pairs. Some students will need single-word prompts or speaking frames to help them do this. For more information about speaking frames, see ESOL Online at <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Oral-language/Speaking-frames>

After reading, some students may want time to read and listen to the story. This can provide English language learners with good models of pronunciation.



Sounds and Words

Instructional focus – Reading

Social Studies (Level 2 – Social Studies: Understand how cultural practices reflect and express people’s customs, traditions, and values.)

English (Level 2 – Language features: Show some understanding of how language features are used for effect within and across texts.)

Text excerpts from “Shipwrecked”

Students (what they might do)

Teacher (possible deliberate acts of teaching)

He was living in Fiji, a group of beautiful islands in the Pacific Ocean. ... One day, he went out in a boat on his own. Have you ever been so far from the shore that you can hardly see the land? Well, he went that far – and even a bit more – and then he heard a funny ...

The students use their knowledge of boats and the clues in the text (“messing about”) to infer that Dad is not a serious sailor. They read on to confirm the inference and further infer that Dad’s lack of knowledge has led him too far from land. They infer that Dad is going to get into trouble.

Before reading, prompt the students to read for clues.

- Even though there are few words, the author gives clues about what happened to Dad. The big clue is the title, but read to find out what happened.
- As you read, look for clues. What knowledge of your own helps you to make inferences about what might happen to Dad?
- How does the author use the language features to build suspense?

For students who need support, read this extract aloud then ask them to discuss what might happen. Now ask them to give their reasons. Carefully tease out their reasons to show that they use the hints in the text along with what they already know about people going out in boats to infer what will happen.

- Does the narrator sound as if she thinks Dad is a good sailor? What tells you that?
- What does the ellipsis mean to you?

The sky grew darker and darker, and so did the ocean – but then Dad noticed that his whole body was glowing bright green in the inky black water!

With help, the students integrate information to understand what has happened. They infer that phytoplankton can’t be seen in daylight, but they glow in the dark. With help, the students integrate the narrative text and the think bubble with their own knowledge of sharks to evaluate the danger Dad is in.

ASK QUESTIONS to support the students as they integrate information.

- There are several kinds of information and text features in this section: what are they and what does each tell you?
- For example, what does the close-up of Dad’s arm tell you?
- What does the thought bubble tell you?
- Bring all the information together: what can you say about what’s happening?
- What can you infer about phytoplankton? Do you think they were on his body during the day?
- From what you know about sharks, do you think Dad is more at risk now than he was in daylight? Why?

Phytoplankton* had stuck to him and were glowing as he moved.

“I hope the glow doesn’t attract any sharks!”

PROMPT the students to draw on their own knowledge as they integrate information.

- Think about what you know of lagoons around tropical islands: Why would Dad hear waves again as he swims across the lagoon?
- What knowledge did he use?
- What does this tell you about Dad?

“Coral! I must be on a reef.” That means there’s got to be a lagoon on the other side – and then land!”

With help, the students integrate information, and make connections between this information and their knowledge of lagoons to understand what Dad’s thinking. They use this information to infer that the sound of waves means that he has crossed the lagoon and reached land.

Use a photo or diagram of this type of island to support the students.

DIRECT the students to review the story.

- Work with a partner to prepare and present a short oral review of the story.
- Tell us what you thought of Dad’s adventure and if the author has told the story well.
- Did the story engage you? Why or why not?
- Was it believable?
- Was the graphic novel style effective? Why do you think that?

Dad carefully pulled himself over the coral reef.

Then, he continued swimming across the lagoon until he heard waves again.

GIVE FEEDBACK

- Thank you for the connections you shared with us. Your knowledge of a similar island helped us understand the way Dad got from the ocean to land.
- You asked good questions about Dad’s safety and searched for answers. I agree. It was good to see he had a life jacket.

“Excuse me, can I have a drink of water please?”

The students make connections between the text and what they know of human behaviour to infer the reactions of the people at the resort. They identify the author’s use of understatement for dramatic effect and humour. They evaluate the story, drawing on their own knowledge of similar locations, human behaviour, and the language and text features.

METACOGNITION

- What strategies helped you most? Share an example to show us where you used the strategy.
- Have your own connections to the setting of this story helped you to understand it? How?
- How have your experiences of reading graphic texts helped you read this story? What styles do you prefer?

Reading standard: by the end of year 4

The Literacy Learning Progressions

Assessment Resource Banks

Instructional focus – Writing

Social Studies (Level 2 – Social Studies: Understand how cultural practices reflect and express people’s customs, traditions, and values.)

English (Level 2 – Language features: Use language features appropriately, showing some understanding of their effects.)

Text excerpts from “Shipwrecked”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Have you ever thought your parents were a little boring? Do you find it hard to imagine them doing something a bit wild, or crazy, or adventurous? Well I used to think that about my dad. Then I found an old newspaper clipping in a scrapbook. It was an article about something that happened to him when he was a young man.

ENGAGING THE READER

Authors use strategies to grab their readers’ attention and make them want to read on. These include:

- using a personal voice
- asking the reader questions
- making comparisons with themselves so the reader makes a connection
- giving hints or clues
- setting the scene for a flashback.

DIRECT the students to reread this extract.

- How does author make you want to read this story?
- With the students, list some of the strategies and discuss the effect of each one.
- Think about your own writing. How will you engage your audience right from the start? What features could help you?

PROMPT the students to share their writing with their writing buddy.

- Help each other focus on the ways you could make the opening of your writing more engaging.
- Try several strategies. Which one works best?

Then he heard a noise.
Crash! Crash!
“That’s the sound of waves breaking!”

TEXT AND LANGUAGE FEATURES

In a graphic novel, authors can use images, narration, visual text effects, and words in bubbles to convey meaning. Sometimes, they use a combination of features.

ASK QUESTIONS to support the students as they consider using different features.

- If you’re using a graphic novel style, most of the story will be conveyed by images.
- How will you show important sounds?
- How will you show what a character is thinking or saying?
- Do you need to give your readers other text to help them understand what is happening? If so, how could you do this?

When he woke, the bright sun was burning into his eyes, and he felt sharp little feet scuttling across his body.

IMPLICATION

Clues in the words and images can combine to imply an idea in a graphic text.

DESCRIPTIVE LANGUAGE

*Verbs: “burning”, “scuttling”
Adjectives: “sharp little”*

EXPLAIN how words and images can help imply meaning.



- The words “sharp little feet scuttling” give the reader a mental image. Readers infer that the sharp little feet belong to crabs and the illustration confirms this.
- Read your partner’s work and look for places where you made an inference and confirmed it by checking the illustration. What clues or prior knowledge helped you?

GIVE FEEDBACK

- The hints in your introduction had me hooked. I was really looking forward to finding out what happened when ...
- Sketching out a storyboard has helped you make decisions about where you need words and where the illustrations are enough by themselves. Keep checking that the plan works as you complete your story.
- You’ve made some big changes to reduce the words and increase what your readers need to infer. This shows your readers you respect their ability to work some things out themselves.

METACOGNITION

- What kinds of language features work well in a graphic text? What features don’t work so well or are not needed? Why?
- When would a graphic style be more appropriate for your purpose and audience than a straight narrative? Why?

 **Writing standard: by the end of year 4**
 **The Literacy Learning Progressions**