Junior Journal 47 Level 2 This text is levelled at Gold 2



# **Overview**

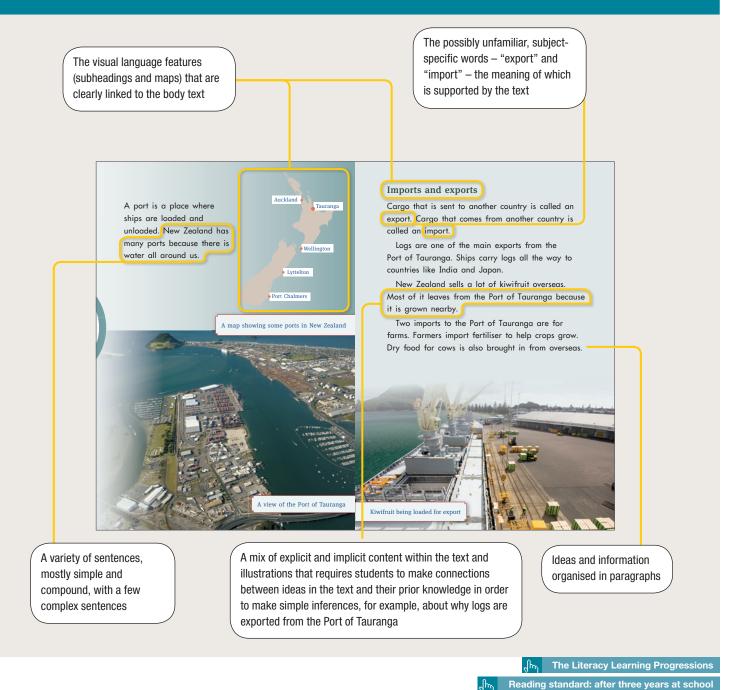
This article is about the Port of Tauranga and is told by a boy whose father works there. It contains a general description of what a port is and has specific information about the kinds of ships, and their cargo, that visit Tauranga. There is also a brief overview of the grounding of the *Rena*.

"The Port" requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically" about text (*The Literacy Learning Progressions*, page 14). The characteristics of this text provide opportunities for students to make connections and inferences, identify and summarise, ask questions and look for answers, and use multiple sources of information to clarify meaning.

An audio version of the text is available as an MP3 file at: www.juniorjournal@tki.org.nz

## Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.



### English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

### English (Reading)

Level 2 – Structure: Show some understanding of text structures.

### Social Sciences (Social Studies)

Level 2 – Understand how places influence people and people influence places.

# Reading purposes and learning goals

### Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

• To find out what happens at a port, and in particular, the Port of Tauranga

### Suggested learning goals for this text

(What opportunities does this text provide for students to learn more about how to "read, respond to, and think critically" about texts?)

**Select from and adapt** the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

- The students make connections between their prior knowledge and the ideas in the text to make simple inferences.
- They ask questions and look for answers in the text.
- They identify and summarise the main ideas.
- They use multiple sources of information to clarify the meaning of unfamiliar words and ideas.

The Literacy Learning Progressions

### վեղ The New Zealand Curriculum

## Text and language features

### Vocabulary

 Possible unfamiliar words and phrases, such as, "Tauranga", "stored", "cargo", "export", "import", "brought in from overseas", "fertiliser", "bulk carriers", "liquid", "carrying", "Cruise", "tourists", "pilot launch", "guide", "heavy machinery", "vehicles", "reflector", "ocean".

### **Possible supporting strategies**

Have the students brainstorm what they know about ports. Use pictures and/or audiovisual clips as prompts. Create a shared word map. Have the students suggest and explain the vocabulary that describes what happens at a port and the equipment that is used there. If necessary, feed in key vocabulary. Use the word map to support students during and after reading.

Monitor the students' **decoding** attempts by noticing their use of words from the text. Prompt them to remember strategies they know, for example, breaking words into familiar chunks ("tank-er", "re-flector", "en-vi-ron-ment").

Monitor the students' use of **word-solving** strategies to work out the meanings of unfamiliar words and phrases. Prompt them to remember the strategies they can use, often in combination, for example:

- using the context, structure, and their prior knowledge to work out the meaning of "overseas" and "tourists"
- drawing on their knowledge of common prefixes ("EX-port" and "UN-loaded").

Have a dictionary available to confirm or clarify word meanings. Have bilingual dictionaries (where appropriate) available for students who have a first language other than English.

### **Text features**

• The features of a report, including the use of headings

If necessary, remind the students that this article is a report. Discuss the features of a report and how these support the reader to gain information about the topic.

- The map, labelled with some of the ports in New Zealand
- The photos with captions.

### Specific knowledge

- Some understanding of ports and shipping, including imports and exports, the different types of ships, and the machinery and vehicles used at a port
- The knowledge that New Zealand is surrounded by sea and so ships are commonly used to move materials around New Zealand and the world
- Familiarity with Tauranga and its location within
   New Zealand
- Some familiarity with the outcome of shipping accidents.

Remind students of any relevant studies they may have undertaken about ports, or remind them of other texts they may have read about ports or shipping, for example "The Stowaway" (JJ 45), that will support them with some of the ideas.

Use the photographs to support the students with vocabulary and knowledge.

Provide a map of the world so that students can explore New Zealand's geographical position.

Provide information about Tauranga and Bay of Plenty, including what the region is best known for, for example, it is the largest kiwifruit-growing area in New Zealand. (Have a map of New Zealand on hand to show the location of Tauranga.)

Provide information about recent shipping accidents (for example, the *Rena* in Tauranga in 2011) and the impact these accidents have on the environment.

վիր

Sounds and Words

## Metacognition

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognitive behaviours, are threaded through the notes and indicated by **M**.

### HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

MAsk questions: How did you know that bit was wrong? Or: I noticed that you reread that bit when you got confused. How did rereading help you?

III Use prompts: Think about what you can do to find help with the meaning of that word. Look at the rest of the sentence. How did it help you?

M Ask questions: What did you learn about the port? How has reading this article made you think about the things we import and export? How has it made you think about the kinds of work done at a port?

## Introducing the text

- Have the students read the title. Have them share their knowledge of ports and create a word map together (see the "Possible supporting strategies" section for vocabulary).
- Explain that most of the information in this article is about one port but there will be similarities with other ports. Have the students look at all of the photographs and the map, then have them share any questions about ports.

These questions could be written on the whiteboard for students to refer back to during the reading.

- Provide opportunities for students who have a first language other than English to explore the topic in this language. For example, students who share the same first language could brainstorm together.
- Share the reading purpose and the learning goal(s).

## Reading and discussing the text

Instructional strategies you can use to support the students to achieve the learning goals are in the right-hand column. Select from and adapt the suggestions according to your students' needs.

### What to look for, prompt, and support as the students work towards achieving their learning goal

#### Pages 24-25

The students ask questions by using illustrations and subheadings, for example, "What kinds of ships are at a port?"

They are able to identify that a port is where ships go to load and unload. They can give at least one example of cargo.

They come to the conclusion that the ships need to travel to different ports to drop off or collect cargo.

They identify the main idea, on page 25, as "A port is a place where ships are loaded and unloaded."

The students share their ideas about what New Zealand might send to other countries.

### How you can support students to read, respond, and think critically

I'm wondering what happens at the port. Let's read on to find out. What questions do you have?

Tell the students that as they read, you want them to identify the main ideas from each page. You could start a graphic organiser like the one below.

Prompt the students to look for key words to help them identify the main ideas.

Remind students that the main idea of the paragraph is usually in the first sentence and it will be followed by supporting information. Model an example from page 24. For example, *The first sentence tells me that ships from all over the world visit the Port of Tauranga. This is the main idea of the paragraph. The other sentences give me more information about the ships.* 

Model filling in the graphic organiser for page 24.

Have students read to the end of page 25 and look at the map and photograph along with the captions. Fill in the graphic organiser for page 25.

Page	Main idea	Supporting information/ examples	
24	Ships from all over the world visit the Port of Tauranga	Port of Tauranga – one of the biggest ports in NZ Ships carry cargo	
25	Ports are where ships have cargo loaded and unloaded.	New Zealand has many ports	

What is cargo? What helped you find this out?

What cargo might we send to other countries? Have students think, pair, and share their ideas.

Explain that often, if we change a heading into a question, it helps us to focus on the main ideas. *How can we change this heading into a question?* (For *example, What are imports and exports?*)

Tell them that in a report the first paragraph of a section gives the topic and the following paragraphs give more details.

Have the students read the first paragraph and identify the definitions of exports and imports. Confirm that defining imports and exports is the main idea. Add this to the graphic organiser.

If this is the main idea, what information will follow in the other paragraphs?

Have the students read the following paragraphs and find the supporting information. Remind them to justify their ideas by using words from the text. Have students share back to the whole group. Add the supporting information to the graphic organiser.

#### Page 26

The students use keywords and their knowledge of a report to identify that imports are cargo that come into a country and exports are cargo that go out from a country. They can give an example of each, using words from the text to justify their answers. For example, kiwifruit is an export because the text says it leaves from the Port of Tauranga.

By using the information about klowfull being grown nearby, students infer       The lot as worked from Tauranga, because they are cut from large forests         By using the information about klowfull being grown nearby, students infer       The lot as set stat klowfull is grown nearby, which is why it is exported from Tauranga.         They infer that fertilieer and dry lood are imported because there aren't encogen       The information about flow is and exports.         They use information about students infer the students is share any further questions.       Breely discuss why a country might import and export items. Nou may need to they with the non other countries don't have all the things they need so they subt them from other countries.         Hay cask further questions. for example, about what other things might be insported.       Have the students stare any further questions.         Hay use information about fertilier, kowfurit, and logs from page 26 and the photes and the prior knowledge to infer that the ships will be different they se information about fortilier, kowfurit, and logs from page 26 and the students back. All the students is on use frame that different types of cargo need to be carried in different types of cargo need to be carried in different types of cargo need to be carried in different types of cargo need to be carried in different. The photos on gages 26 and 27 mg give using the students with "wheat". You may need to brings that might be and the ships of cargo need to be carried in different. They is the appendix with "wheat". You may need to bring the indicates of the gare in a students with "wheat". You may need to bring the another of these and the students with "wheat". You may need to bring the concellance of these and the stop of cargo each ship carries. The horitors						
ivit the Port of Tauranga     bigges carry cargo       25     Ports are where ships here cargo loaded and indexed.     bigges carry cargo       26     Ports are where ships here cargo loaded and indexed.     beav Zealand her many ports       26     Ports are where ships here countries     beav Zealand here many ports       26     Ports are where ships here countries     Forts are where ships here ports       27     Ports are where ships here countries     Forts are where ships here ports       28     Ports are where ships here countries     Forts are where ships here ports       29     using the information about lowith the bing grown neerby, students infor the solarits don't here all the bing of the good and intex-2 automation     Forts are where ships here the solarits       29     using the information about lowith the bing grown neerby. which is ship if leage ar is accord and intex-2 automation     The interval and and interval interval interval interval automation about lowith where the ships here and interval automation about lowith and an interval interval interval automation and and the interval automation and appoint and export interval interval automation and and the interval automation and appoint interval interval automation and appoint and export interval interval automation and appoint and export interval interval automation automation interval automation interval interval automation automation interval automation interval automation interval automation automation interval automation interval interval automation automation interval automation interval interval automation automation interval automation interval interval automation automation interval interval		Page	Main Idea			
25         Prots are where sites have         New Zealand has many ports           26         Exports (argo paging to other long)         Logs, kwithut           26         Exports (argo paging to other long)         Initial contrins           27         Exports (argo paging to other long)         Initial contrins           28         Exports (argo paging to other long)         Initial contrins           29         Using the information about idwiftuit being grown neatry, students infor         Initial contrins         Initial contrins           29         Using the information about idwiftuit being grown neatry, students infor         Initial contrins         Initial contrins           29         Using the information about idwiftuit being grown neatry, students with a coparadia for a many ports         Initial contrins         Initial contrins           29         Using the information about idwiftuit being grown neatry, which is exported from Tauraga. So more different to page 27 for contring bit to the states about inports and capros.         The or a second from taurage about which contrins           29         Using the information about idwiftuit, and long from page 28 and tailores and tailors and provide an example of the capros in the same.         How can near change the heading into a usession? Prom the students in the capros in a many port initial into a contrins, into the analysis of the bound in the analysis will be different beproke about the space of the same and tailor and tainto a samad ano the same anore ana same and tailor and the same		24		-		
args loaded and unloaded.         ports           26         Export (carps pains to other bior to (carps pains to other imports (carps pains to other)         Logs, kwifnitt           27         Export (carps pains to other imports (carps pains to other)         Fertilier, dry food for coves           87         sains the information about kwifnit baing grown nearby, students infor that logs are ouppred from Taminga because they are out from imperiods from Taminga.         The tort says that kwifnit is grown nearby, which is why it is exported from Taminga.         The tort says that kwifnit is grown nearby, which is why it is exported from Taminga.         The tort says that kwifnit is grown nearby, which is why it is exported from Taminga.         The tort says that kwifnit is grown nearby.         The tort says that kwifnit is grown nearby.         The internation from Taminga because they are out from thing to fort they carefy from the says that kwifnit.         The tort says that kwifnit is grown nearby.         The internation from Taminga because the care of the says that kwifnit.         The subdents is grown nearby.         The internation from Taminga because the care of the says that kwifnit.         The subdents is grown nearby.         The subdents is grown nearby.         The internation about from Taminga because the pains in the says that kwifnit.         The subdents is grown nearby.				Ships carry cargo		
countries         countries         retiliser, dry food for coves           By using the information about kivefurth basing grown nearby, students information about kivefurth basing grown nearby, students information about kivefurth basing grown nearby, students information, about kivefurth basing grown nearby, students information, about kivefurth basing grown nearby, students information, about kivefurth basing grown nearby, students information about kivefurth basing grown nearby, students information, about kivefurth grown nearby, which is wry it is exported from Taxanga, 26, thicking about that, why might large be "one of the main exponse" from Taxanga, 25, thicking about that, why might large be "one of the main exponse" from Taxanga, 25, thicking about that, why might large be "one of the main exponse" from Taxanga, 25, thicking about that, why might large be "one of the main exponse" from the students is identify the main idea, about imports and exports.           They use kindmation suggest a question, such as, What kinds of ships visit the port?         How can we change the heading into a question? Prompt the students to see the heading into a question? Prompt the students to be carried in different because the cargo is not the earno.         How can we change the heading into a question? Prompt the students to be graphic cargos need to be carried in different because the cargo is not the earno.           They use kindmating, adong from any exponded part of the cargo and the port knowledge to infer that the earno is and provide an example of the cargo and continn their hypothesia against the information. They pothesia against the information. They pothesia against the information is not cargo, cargo state that different kinds of ships cargit visit the part.         Have students read the page and continm their hypothesia against the information. They pothes		25	-			
country         Indexsam, darfy that logs are usually the tranks of trees that have been out of two could now the students took at the photo at the top of page 27 for darification of the subtrants took at the photo at at the ph		26		Logs, kiwifruit		
You could have the students look at the photo at the top of page 27 for clarification by using the information about kilvifruit being grown nearby, students infer tallog as excepted from Tauranga. They infer that furtiliser and dry lood are imported bocause there aren't nough in there zelation. They task further questions, for example, about imports and exports. They ask further questions, for example, about what other things might be imported. Page 27 The students suggest a question, such as, What kinds of ships will be port? They use information about fretiliser, kindral, and both fertiliser, and dry lood are imported bocause there aren't nonge 25 and the photos and their prior knowledge to infer that the ships will be different because the cargo is not the same. They use information about fertiliser, kindral, and post the ships will be different because the cargo is not the same. The youse information about fertiliser, kindral, and post the easing into a question? For you the the following page 26 and 27 may give us some clues. Have students read the page. If necessary, youngor students with "wheat". You may noted build uscariers and tankers and provide an example of the cargo each ship carries. The students read the page and confirm their hyportesis against the information. They opakin that is imported have base states the page and look at the phone. What at ma the too kinds of ships and the cargo is not build with the state state in the page. If necessary, youngor students with "wheat". You may noted to ther you's for any give us some clues. Have students read the page and confirm their hyportesis against the information. They use information that the loc carge. They use information that the page information and type of the page information and type of the page. If necessary, youngor students with "wheat". You may noted to ther you's for the students is any and the cargo eash ship carles. The page 28 The students read the page and confirm their hyportesis against the information. They use information that				Fertiliser, dry food for cows		
that logs are exported from Tauranga because they are cut from large forests       from Tauranga S, thinking about that, why might logs be "ane of the main decase to fauranga."         They infer that fulfilier and dry food are imported because there aren't enough in New Zealand.       Why might ferfiliser and dry food be imported into New Zealand?         They skurther questions, for example, about what other things might be inported.       Have the idea this town countries. <b>Page 27</b> How can we change the heading into a questions.         The students suggest a question, such as, What kinds of ships will the port?       How can we change the heading into a question.         They use information about fertiliser, kiwifruit, and logs from page 26 and the photos and their ports kowidegs to infer that the sings will be different.       Draw out the idea this taine and the area about the profes worked to be carried in different kinds of ships. Thinking back to walt where lost read about the types of each ship carries.         They identify bulk carriers and tankers and provide an example of the cargo each ship carries.       Draw out the idea that different types of cargo need to be carried in different. The photes on pages 26 and 27 may give us some clause.         The students make connactions to their prior knowledge of ports and form a single work were and the the prior knowledge of ports and form a might be and as the students with the prior. Now were assummaries this? Add the cargo each ship carries ship?         The students make connactions to their prior knowledge of ports and form a typothesis about other ships, for example, passanger or caratiliner ships.         The			If necessary, clarify that logs are usually the trunks of trees that have been cut do You could have the students look at the photo at the top of page 27 for clarificatio			
<ul> <li>In New Zealand.</li> <li>The students identify the main ideas about imports and exports.</li> <li>They ask further questions, for example, about what other things might be imported.</li> <li>Page 27</li> <li>The students suggest a question, such as, What kinds of ships visit the port?</li> <li>The students suggest a question, such as, What kinds of ships visit the port?</li> <li>The students suggest a question, such as, What kinds of ships visit the port?</li> <li>The students suggest a question, such as, What kinds of ships visit the port?</li> <li>The students suggest a question, such as, What kinds of ships visit the port?</li> <li>The students suggest a question, such as, What kinds of ships visit the port?</li> <li>The students are an example of the cargo each ship. I wonker why the ships would need to be afferent. The photos on pages 26 and 27 may be us some charge.</li> <li>Haw the students to predict what the following paragraphs will be about.</li> <li>Draw to the idea that are the about, may need to a comparison of the ships would need to be afferent. The photos on pages 26 and 27 may be us some chares.</li> <li>Haw students read the page. If necessary, support students with "wheat". You may need to hold ther whick of ships mentioned on this page? Have students share with a pather an example of wat they bear ship carries.</li> <li>Haw students read the page. If necessary, support students with "wheat". You may need to briefly discuss the meaning of "buils".</li> <li>To support "liquid", remind students of the "question of "buils".</li> <li>The students make connections to their prior knowledge of ports and form a phypothesis against the information.</li> <li>They support students read the page and confirm their hypothesis against the information as page? 27 and the spee of ships did you learn about on this page? Was your hypothesis right?</li> <li>Page 29</li> <li>The students create a question about the special b</li></ul>	that logs are exported from Tauranga because they are cut from large forests	from Tau	from Tauranga. So, thinking about that, why might logs be "one of the main			
The students identify the main ideas about imports and exports. They ask further questions, for example, about what other things might be imported. They ask further questions, for example, about what other things might be imported. They use the other and the students share any further questions. Have the photos and ther prior knowledge to infor that the ships will be different the photos and ther prior knowledge of ports and form a typothesis about other ships, for example, passenger or container ships. The students make connections to their prior knowledge of ports and form a typothesis about other ships, for example, passenger or container ships. The students make connections to their prior knowledge of ports and form a typothesis about other ships, for example, passenger or container ships. The students read the page and confirm their hypothesis against the information. The students read the page and confirm their hypothesis against the information. They use key words to summarise that different kinds of ships carry different they are unsare what these words mean and use other words, such as "passengers leave the ship. Yue the students reade the facing and the inga 27 and 28 and complete the graphic organiser. What of the graph is on a ship age? Have students is due the shout and ships are they are unsare what these words mean and use other words, such as "passengers leave the ship for the students create a question about the special boats that might be at the port. They use the photo and their prior						
Have the students where any further questions.         Page 27         The students suggest a question, such as, What kinds of ships visit the por?         The students suggest a question, such as, What kinds of ships visit the por?         The students information about fertiliser, kiwfuruit, and logs from page 26 and the phots and ther prior knowledge to infer that the ships will be different kinds of ships. Thinking back to what whe main idea. Add to the page information about fertiliser, kiwfuruit, and logs from page 26 and the phots and ther prior knowledge to infer that the ships will be different. The photos on pages 26 and 27 may give us some cluss.         They identify buik carriers and tankers and provide an example of the cargo each ship carries.       Have the idea that different twinds of ships not the ships would need to be different. The photos on pages 26 and 27 may give us some cluss.         The students make connections to their prior knowledge of ports and form a hypothesis about other ships, for example, passenger or container ships.       To support "liquid", remind students of the gage ship cargo see ship cargo, they cargo the gage ship cargo is thip sand the cargo the gage ship cargo is the same this? Add the examples of the two different kinds of ships might wist a port?         Page 28       The students read the page and confirm their hypothesis against the information.         They use key words to summarise that different kinds of ships carry different kinds of ships cargo they cargo, including page/ Was your hypothesis right?         They use the photo and their prior knowledge to help them form a hypothesis are with the same sind to cargo.         What other kinds of			draw out the idea that some countries don't have all the things they need so			
The students suggest a question, such as, What kinds of ships visit the port? They use information about fertiliser, kiw/riut, and togs from page 28 and the photos and their prior knowledge to infer that the ships will be different because the cargo is not the same. They identify buk carriers and tankers and provide an example of the cargo each ship carries. They identify buk carriers and tankers and provide an example of the cargo each ship carries. The students make connections to their prior knowledge of ports and form a the students make connections to their prior knowledge of ports and form a they obleki sabout other ships, for example, passenger or container ships. The students read the page and confirm their hypothesis against the information. They use the photo and their prior knowledge to ships carry different they explain that it is important that the ice cream stays frozen. They also explain that tourists are similar to cargo. The students read the page and confirm their hypothesis against the information. They use key words to summarise that different kinds of ships carry different cargo. <b>Page 29</b> The students read the page and confirm their hypothesis against the information. They use key words to summarise that different kinds of ships carry different cargo. <b>Page 29</b> The students read a question about the special boats that might be at the port. They use the photo and their prior knowledge to help them form a hypothesis about strate a question about the special boats that might be at the port. They use the photo and their prior knowledge to help them form a hypothesis about strate a question about the special boats that might be at the port. They use the photo and their prior knowledge to help them form a hypothesis about strate the use of ships that cargo and the space of ships that cargo and the gase 27 and has the same main idea. <b>Wata tare the two types of ships that cargo and the space of ships that cargo and the space of ships that cargo and there datos </b>						
<ul> <li>They use information about fertiliser, knythuit, and logs from page 28 and the photos and their prior knowledge to infer that the ships will be different because the cargo is not the same.</li> <li>They identify buik carriers and tankers and provide an example of the cargo each ship carries.</li> <li>They identify buik carriers and tankers and provide an example of the cargo each ship carries.</li> <li>They identify buik carriers and tankers and provide an example of the cargo each ship carries.</li> <li>They identify buik carriers and tankers and provide an example of the cargo each ship carries.</li> <li>The students make connections to their prior knowledge of ports and form a hypothesis about other ships, for example, passenger or container ships.</li> <li>What are the two kinds of ships mentioned on this page? Have students share with a partner an example of what type of cargo each ship carries. Then have then share back with the group. How care we summarise this? Add the examples (of the two different kinds of ships and the cargo they carry) to the graphic organiser.</li> <li>What other kinds of ships might visit a port?</li> <li>Page 28</li> <li>The students read the page and confirm their hypothesis against the information.</li> <li>They use key words to summarise that different kinds of ships carry different cargo.</li> <li>Page 29</li> <li>The students create a question about the special boats that might be at the port.</li> <li>We have read about at they see of ships to and share, ther page? May sour hypothesis against the information.</li> <li>What torus create a question about the special boats that might be at the port.</li> <li>We have read about the types of ships to any source and support.</li> <li>We have read about the types of ships to any source and support.</li> <li>We have read about the types of ships to any source and the page. So in ow I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?</li> <li>Before they read the pa</li></ul>	-	use the heading and the first paragraph to identify the main idea. Add to				
because the cargo is not the same. They identify bulk carriers and tankers and provide an example of the cargo each ship carries. They identify bulk carriers and tankers and provide an example of the cargo each ship carries. They identify bulk carriers and tankers and provide an example of the cargo each ship carries. The students make connections to their prior knowledge of ports and form a hypothesis about other ships, for example, passenger or container ships. The students read the page and confirm their hypothesis against the information. The students read the page and confirm their hypothesis against the information. The students read the page and confirm their hypothesis against the information. They use key words to summarise that different kinds of ships carry different cargo. <b>Page 29</b> The students read the page into their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. <b>Page 29</b> The students read the page low and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. <b>Page 29</b> The students read the page low and pull the large ships carry different cargo. <b>Page 29</b> The students read the page low and pull the large ships. <b>Page 29</b> The students read the page low and pull the large ships and the plot and the page. The advort the types of ships that carry cargo, including people, so now I'm wondering what these special boats that might be at the port. They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. They use the photo and their prior knowledge to help them form a hypothesis. They use the photo and their prior knowledge to help them form a hypothesis. They use the photo and their prior knowledge to help them form a hypothesis. They use the photo and their prior knowledge to help them form a hypothesis. They use the photo and their prior knowledge to help them form a hypothesis.	the photos and their prior knowledge to infer that the ships will be different because the cargo is not the same.					
They identify bulk carriers and tankers and provide an example of the cargo each ship carries. The students reast he page if necessary, support students with "wheat". You may need to briefly discuss the meaning of "bulk". To support "liquid", remind students of the "qu" sound in "quiet" and "quick". What are the two kinds of ships mentioned on this page? Have students share with a partner an example of what type of cargo each ship carries. Then have them share back with the group. How can we summarise this? Add the graphic organiser. What other kinds of ships might visit a port? Page 28 The students read the page and look at the photo. You may need to support the students read the page and look at the photo. You may need to support the students read the page and look at the photo. You may need to support the students read the page and look at the photo. You may need to support the students read the page and look at the photo. You may need to support the students read the page and look at the photo. You may need to support the with "cruise" and "tourist". Students could read on if they are unsure what the day to look around", to help them. What kind of ships did you learn about on this page? Was your hypothesis right. They use key words to summarise that different kinds of ships carry different cargo. Page 29 The students read the page and look at the photo. and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships. They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large shi						
may need to briefly discuss the meaning of "bulk".To support "liquid", remind students of the "qu" sound in "quiet" and "quick".What are the two kinds of ships mentioned on this page? Have students share with a partner an example of what type of cargo each ship carries. Then have them share back with the group. How can we summarise this? Add the examples (of the two different kinds of ships and the cargo they carry) to the graphic organiser.Page 28 The students read the page and confirm their hypothesis against the information.Have students read the page and look at the photo. You may need to support the we students read the page and confirm their hypothesis against the ship for the day to look around", to help them.They explain that it is important that the ice cream stays frozen. They also explain that to cirsts are similar to cargo.Have students review the four types of ships on pages 27 and 28 and complete the graphic organiser.Page 29 The yue the photo and their prior knowledge to help them form a hypothesis adout smaller boats needing to support the same should not the large ships.We have read about the types of ships that cary cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What are the two types of ships that cary cargo, including people, so now I'm wondering what these should students look at the photo and share the ic dasa shout that types of ships and the plot and help report knowledge to help them form a hypothesis ideas about that types of ships that cary cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What are the two types of ships that cary cargo, including people, so now I'm wondering that the tupos the large ships and the plot lauch takes the plot to the ship so he can help guide		things that might be on each ship, I wonder why the ships would need to be				
The students make connections to their prior knowledge of ports and form a hypothesis about other ships, for example, passenger or container ships.What are the two kinds of ships mentioned on this page? Have students share with a partner an example of what type of cargo each ship carries. Then have them share back with the group. How can we summarise this? Add the examples (of the two different kinds of ships and the cargo they carry) to the graphic organiser.Page 28 The students read the page and confirm their hypothesis against the information.Have students read the page and look at the photo. You may need to support them with "cruise" and "tourists". Students could read on if they are unsure what these words mean and use other words, such as "passengers leave the ship for the day to look around", to help them.They use key words to summarise that different kinds of ships carry different cargo.Briefly, have the students review the four types of ships on page 27 and 28 and complete the graphic organiser. Confirm that page 28 is part of the same section as page 27 and has the same main idea.Page 29 The students create a question about the special boats that might be at the port.We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?Page 29 The yudents needing to support the large ships.We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?Page 10 They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships and the pilot launch takes the						
The students make connections to their prior knowledge of ports and form a hypothesis about other ships, for example, passenger or container ships.with a partner an example of what type of cargo each ship carries. Then have them share back with the group. How can we summarise this? Add the examples (of the two different kinds of ships and the cargo they carry) to the graphic organiser.Page 28 The students read the page and confirm their hypothesis against the information.Have students read the page and look at the photo. You may need to support them with "cruise" and "tourists". Students could read on if they are unsure what these words mean and use other words, such as "passengers leave the ship for the day to look around", to help them.Page 29 The students create a question about the special boats that might be at the port.We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?Page 29 The students create a question about the special boats that might be at the port.We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?Page they identify the tugboats and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.What are the two types of small boats? Why are they needed? Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser. You may need to emphasise that passenger and cargo-carrying ships are huge		To support "liquid", remind students of the "qu" sound in "quiet" and "quick".				
Page 28The students read the page and confirm their hypothesis against the information.They explain that it is important that the ice cream stays frozen. They also explain that tourists are similar to cargo.They use key words to summarise that different kinds of ships carry different cargo.They use key words to summarise that different kinds of ships carry different cargo.Page 29The students create a question about the special boats that might be at the port.They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.They identify the tugboat and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.Have students the pilot to the ship so he can help guide it into the port.		with a partner an example of what type of cargo each ship carries. Then have them share back with the group. <i>How can we summarise this?</i> Add the examples (of the two different kinds of ships and the cargo they carry) to the graphic organiser.				
<ul> <li>The students read the page and confirm their hypothesis against the information.</li> <li>They explain that it is important that the ice cream stays frozen. They also explain that tourists are similar to cargo.</li> <li>They use key words to summarise that different kinds of ships carry different cargo.</li> <li>What kind of ships did you learn about on this page? Was your hypothesis right?</li> <li>Briefly, have the students review the four types of ships on pages 27 and 28 and complete the graphic organiser. Confirm that page 28 is part of the same section as page 27 and has the same main idea.</li> <li>Page 29</li> <li>The students reade a question about the special boats that might be at the port.</li> <li>They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.</li> <li>They identify the tugboat and the pilot launch as the two kinds of special boats.</li> <li>They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.</li> <li>What are the two types of small boats? Why are they needed?</li> <li>Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser.</li> <li>You may need to emphasise that passenger and cargo-carrying ships are huge</li> </ul>		what oth	ier kinds of snips might visit a port?			
explain that tourists are similar to cargo.What kind of ships did you learn about on this page? Was your hypothesis right?They use key words to summarise that different kinds of ships carry different cargo.Briefly, have the students review the four types of ships on pages 27 and 28 and complete the graphic organiser. Confirm that page 28 is part of the same section as page 27 and has the same main idea.Page 29 The students create a question about the special boats that might be at the port.We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.Before they read the page, have students look at the photo and share their ideas about what types of boats might be described.They identify the tugboat and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.What are the two types of small boats? Why are they needed? Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser. You may need to emphasise that passenger and cargo-carrying ships are huge	The students read the page and confirm their hypothesis against the information. They explain that it is important that the ice cream stays frozen. They also		them with "cruise" and "tourists". Students could read on if they are unsure what these words mean and use other words, such as "passengers leave the			
Integration and consistent where of only order is productly where or an index cargo.and complete the graphic organiser. Confirm that page 28 is part of the same section as page 27 and has the same main idea.Page 29We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do.They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do.They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.Before they read the page, have students look at the photo and share their ideas about what types of boats might be described.They identify the tugboat and the pilot launch as the two kinds of special boats.What are the two types of small boats? Why are they needed?Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser.You may need to emphasise that passenger and cargo-carrying ships are huge			What kind of ships did you learn about on this page? Was your hypothesis right?			
The students create a question about the special boats that might be at the port.now I'm wondering what these "special boats" will be and what they do. What could our question for the heading be?They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.Before they read the page, have students look at the photo and share their ideas about what types of boats might be described.They identify the tugboat and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.What are the two types of small boats? Why are they needed? Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser. You may need to emphasise that passenger and cargo-carrying ships are huge		and com	and complete the graphic organiser. Confirm that page 28 is part of the same			
They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.Before they read the page, have students look at the photo and share their ideas about what types of boats might be described.They identify the tugboat and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.What are the two types of small boats? Why are they needed? Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser. You may need to emphasise that passenger and cargo-carrying ships are huge	The students create a question about the special boats that might be at the	now I'm wondering what these "special boats" will be and what they do.				
about smaller boats needing to support the large ships.boats ideas about what types of boats might be described.They identify the tugboat and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.What are the two types of small boats? Why are they needed? Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser. You may need to emphasise that passenger and cargo-carrying ships are huge	•					
They explain that the tugboat and the pilot hands of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port. Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser. You may need to emphasise that passenger and cargo-carrying ships are huge						
launch takes the pilot to the ship so he can help guide it into the port.information on the graphic organiser.You may need to emphasise that passenger and cargo-carrying ships are huge	They explain that the tugboats push and pull the large ships and the pilot		What are the two types of small boats? Why are they needed?			
			You may need to emphasise that passenger and cargo-carrying ships are huge and that they need support when they dock.			

### Page 30

The students identify the main idea as staying safe at the port.

They give examples of heavy machinery, such as trucks, cranes, and forklifts, and make the connection between people being small compared with these huge machines.

They explain that Brady's dad wears a brightly coloured vest with reflectors and that his truck has a flashing light. They explain that a flashing light makes his truck easier for people to see. They may make connections to their duty teachers wearing similar vests.

#### Page 31

The students identify the main idea that safety at sea is important.

The students identify the main idea that the *Rena* accident caused a lot of damage.

They explain whether they think ships are a good way to move cargo, and they justify their thinking.

They use the key words to help them identify and then summarise the main idea that even though there may be accidents at sea, it is a sensible way to move cargo around the world.

With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

The students identify some challenges in the text and how they worked (or tried to work) them out.

Support students to identify the main idea. *The heading has the word safety and the first sentence says "The port is a dangerous place". I'm thinking that the main idea is "Staying safe at the port"*. Record the main idea on the graphic organiser.

*Why is the port a dangerous place?* Have students share their ideas about "heavy machinery" and why it is dangerous.

How does Brady's dad stay safe? Why do you think he needs a flashing light on his truck? Add the details about dangers and safety measures to the graphic organiser.

Prompt the students to notice that there are two headings on this page, so there will be two main ideas.

Support students to identify the first main idea that safety at sea is important.

Have the students read the second paragraph. Some students may be familiar with the *Rena* accident, so you could have them share their experiences.

Do you think that ships are a safe way to move cargo? Why/why not?

What is the main idea in the second paragraph? Add it to the graphic organiser.

Review the graphic organiser to focus on some of the main ideas that help the reader to understand what happens at ports.

Revisit the reading purpose and learning goals.

How did asking questions help you to understand what a port is and the different activities at the port?

How did you identify a main idea? Did the graphic organiser help you to identify the main ideas? How?

How did summarising the main ideas help you to understand the text?

# After reading

- Students can reread the article as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities for students to further practise their skills of identifying main ideas.
  - Have them reread the article, and with help, write a sentence to summarise each section. The students can then use these summaries to present a brief explanation (orally or in writing) of what happens at the Port of Tauranga. They can present their explanations to the rest of the class.
  - Have them draw and label a port showing a variety of ships, different kinds of machinery, and special boats. Have them write a brief description, including what a
    port is, the type of cargo each ship is carrying (including whether it's an import or an export), the role of the special boats, and what the machinery does.
- Refer to one or more sections of the graphic organiser. Use the notes to help you analyse the structure of the writing and to co-construct a writing frame for the students' report writing introducing a main idea in the first paragraph and then giving extra information in the following paragraphs.
- Provide opportunities for the students to apply their newly acquired knowledge by having them find out about the port that is closest to them. If possible, the students could find out more about what kinds of products are sent from their local area.
  - Have the students find out about specific roles at the port and provide a summary about each role.
- Students from other countries could research and write about imports and exports for their countries.
- Provide opportunities for the students to practise summarising across other texts. See the section below for examples of other texts you could use in a guided reading session.
- Students could find out what is produced in the local area and sent to other parts of the country or the world.

## **Related texts**

Texts that require students to summarise, for example, "Catching Mustelids" (JJ 43), "Tākapu", and "Põhutukawa" (JJ 45).

Texts with a port topic: "The Stowaway" (JJ 45)