

Literacy Squared®
Three-Day Plan for Oracy and Lotta Lara

Title of article: Would You Sail on the (New) Titanic?

Grade: 4th

<p>D a y 1</p>	<p>Introduction/Summary: The article describes how a company in Australia built a replica or copy of the legendary ship the <i>Titanic</i>. The <i>Titanic</i> was the largest and most luxurious ship that had been built at that point in time. It sank in 1912 after it hit an iceberg as it was making its way across the Atlantic ocean. More than 1,500 people died because they had not put enough lifeboats on the ship. Now the Titanic II was built as a reproduction so that people today can experience what it would have been like to travel on board that elegant ship.</p>
	<p>Oracy Vocabulary: Titanic, passenger, voyage, iceberg, “spitting image,” elegant, replica, reproduction, re-create</p> <p>1) Review Vocabulary: The vocabulary around the Titanic and ships may be unfamiliar to students. Spend some time with visuals going over the vocabulary. In particular highlight how the pre-fixes “un” and “re.”</p> <p>2) Reading of text</p> <ul style="list-style-type: none"> ● Teacher reads the text out loud for enjoyment, ensuring understanding. ● Teacher hands out the copy of the text (see below) to each child, then engages them in repeated readings: <ul style="list-style-type: none"> ● Echo Read ● Choral Read ● Partner Read <p>3) Oracy Language focus: Ask and answer questions about the text that summarize the text. Collaborative structure/s to be used: Mingle and Share Comprehension questions with language structures (teacher chooses one):</p> <ul style="list-style-type: none"> ● Partner A: Imagine you are in 1912. What do you imagine it would have been like to travel on the original Titanic? Partner B: I imagine it would have been ____ because _____.How about you? Partner A: I imagine it would have been ____ because _____. ● What is the most interesting fact you learned about the Titanic? Students will: 1) identify their own fact,2) interview three others about the facts they learned 3) Combine three facts with a partner 4) Possible writing extension after class; write a short paragraph with these combined facts with transitions (see handout)
	<p>Oracy Review Vocabulary: Titanic, passenger, voyage, iceberg, “spitting image,” elegant, replica, reproduction, re-create</p> <p>1) Review Vocabulary: As a class review the vocabulary. Have students find and highlight the sentence in the text where the vocabulary word is used.</p> <p>2) Reading of text</p> <ul style="list-style-type: none"> ● Teacher hands out the copy of the text to each child, then engages them in repeated readings: <ul style="list-style-type: none"> ● Echo Read

		<ul style="list-style-type: none"> ● Choral Read ● Partner Read <p>3) Oracy</p> <p>Language focus: To explain why the Titanic sank and why it was wrong that it was considered “unsinkable.”</p> <p>Collaborative structure/s to be used: Think-pair-square</p> <p>Directions:</p> <ul style="list-style-type: none"> ● Students are in groups of 4. ● Students think alone about the question. Question: Why did so many people die when the Titanic sank? ● Students discuss the question in groups of two first. <ul style="list-style-type: none"> ● Partner A: I think the Titanic sank because _____. ● Partner B: I agree/disagree with you because _____. ● Partnerships then come together as a group of four and share answers. ● Students work collaboratively to come up with a common understanding. One person in the group shares their answers with the class (written or oral). Possible sentence frames: <ul style="list-style-type: none"> ● My team thinks that so many people died when the Titanic sank because _____. ● As a group we agree that _____. <p>Repeat the above structure with the following question:</p> <ul style="list-style-type: none"> ● Was it a mistake to call the original Titanic “unsinkable”?
<p>D</p> <p>a</p> <p>y</p> <p>3</p>	<p>Oracy</p>	<p>Review Vocabulary: Titanic, passenger, voyage, iceberg, “spitting image,” elegant, replica, reproduction, re-create</p> <p>1) Review Vocabulary: Review the vocabulary as needed. Complete the “word hunt” activity on the page.</p> <p>2) Reading of text</p> <ul style="list-style-type: none"> ○ Teacher hands out the copy of the text to each child, then engages them in repeated readings: <ul style="list-style-type: none"> ▪ Echo Read ▪ Choral Read ▪ Partner Read <p>3) Oracy</p> <p>Language focus: To express an opinion and support it with evidence from the text.</p> <p>Collaborative structure/s to be used: Circles and squares</p> <p>Structured dialogue questions/Language structures:</p> <p>Partner A: Would you sail on the new <i>Titanic</i>?</p> <p>Partner B: I would/ I would not because _____ and the text says _____. What do you think?</p> <p>Partner A: I agree/ I disagree because _____ and the text says _____.</p>

Name: _____

Interesting Facts About the Titanic Handout

Step 1:

Answer on your own:

1. What is the most interesting fact that you learned about the Titanic?

The most interesting fact I learned was that

Step 2: Ask 3 classmates and take notes on their answer.

Partner A: What is the most interesting fact that you learned about the Titanic?

Partner B: The most interesting fact that I learned was that....

How about you? What's the most interesting fact that you learned about the Titanic?

Name of classmate	Their most interesting fact

Step 3: What are three interesting facts you discovered about the Titanic? Talk with a partner about how you would combine these three thoughts using the following transitions:

“One interesting fact that we discovered was....”

“Another detail is that...”

“When the ship sank,...”

Step 4: Write a short paragraph explaining three interesting facts that you discovered about the Titanic.