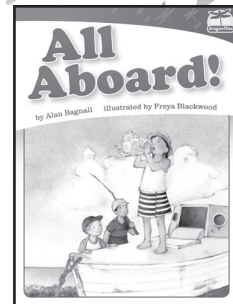


# All Aboard!

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## Overview

Grandpa's boat, *The Queen of Spain*, lies unused on his front lawn. The boat hasn't completed its final sea voyage, however, as Kate and her friends take it on a magnificent journey to Spain. This is a lively and imaginative poetic text.

## Suggested purposes

This text supports the comprehension strategies of identifying the main ideas, visualising, and using illustrations to understand text.

## Text features (Focus on only one or two per session.)

- the theme of co-operation and working together for enjoyment
- the importance of dreaming and using your imagination
- the unnamed, first-person narrator
- the use of dialogue to drive the narrative
- the -ing word ending – *coming, moving, swishing, splashing, barking, cooking*
- the contractions – *they're, we're, I'll, there's*
- the descriptive language to create images in the reader's mind and enhance the story
- the compound words – *Grandpa, lookout*
- the exclamation marks for emphasis
- the imperative verbs – *look, listen*
- the use of rhyme – *Spain, again*
- the content words
- the action verbs – *beat, whips*
- the simile – *the sea is like a dangerous monster*
- the blends – *oa, ai, ee, st, sl, sp*

## Setting the scene

Look at the front cover together and read the title. *What do you think this story might be about? Why do you think that?* Tell the students that a country called Spain is mentioned in this book. Show the students where Spain is on a world map and discuss some of its features. Look at the illustration. *How do you think the children might travel to Spain?*

**Back cover** – Read aloud the preview question. Discuss the students' predictions.

*What are the children doing? Can you see where the boat is? What is the boat called?*

## The first reading

**Pages 2 and 3** – Write the following questions on the board, then ask the students to keep them in mind as they read the first two pages. *Where is the boat? Who does the boat belong to? What are the children using the boat for? Why do you think they can only dream of going to sea?* Discuss the students' responses to the questions.

*Why are the words "The Queen in Spain" in italics.* Encourage the students to make predictions about the text structure. *Are the children really going to Spain? What might happen in the rest of the story?*

**Page 4** – *What are the children really doing on the boat? How is everyone involved?*

**Page 5** – Look at the text and discuss the conditions the children are facing on their journey. Discuss the author's use of vocabulary and pace to depict the conditions.

**Page 6** – Focus on the illustration. *What has changed in this picture? What is happening?* Discuss the change in pace and the use of simile.

**Page 7** – *What challenge do the children face? How are they going to resolve it?*

**Page 8** – *What can the children see from the boat?* Discuss why the author has used an exclamation mark.

**Page 9** – *What are really the dolphins? How are the children using their imaginations to make this game successful?*

Look at the verbs “splashing” and “swishing”. You may need to decode “swishing” by sounding out the syllables and blends. *What movements might dolphins make that sound like this word?*

**Page 10** – *Is there really a whale? What is it really?*

*Why has the author used so much dialogue on this page? What do we learn from what the children say?* Discuss again the use of exclamation marks for emphasis.

**Page 11** – The students may not be familiar with the term “land ahoy”. Break down the words into their syllables on the board. *Does anyone know what this means?* Discuss its use and meaning. Ask them to find another word on this page that is related to sailing.

**Page 12** – *What is Grandpa's reaction to the children's game? How has he played along?*

**Ideas for revisiting the text** (Choose only one or two per session.)

- Listen to the students reread the text, observing their fluency and expression, especially as they read the dialogue.
- Discuss how this story required the children and the readers to use their imaginations. Look at the illustrations and discuss how they convey what is really happening while the text, mostly through the children's dialogue, shows the reader the imaginary world.
- Ask the students to find the rhyme on page 3 (Spain, again). Identify the “ain” in the words and make a list of other words with this ending. Practise writing this form of rhyme.
- Look at the verbs “beats” and “whips” on pages 5 and 6. *Why has the author used these words? What do they tell us?* Write alternatives for each word and discuss their effectiveness.
- Discuss contractions and why they are used. *Can you find any contractions in this story?* Encourage the students to write the expanded form for each example.
- Write “come” on the board. *How would you write “coming”?* Remind the students that they need to drop the final “e”. Ask them to find the words in the text that end with “ing” and to identify the root words. Sort them into words that end in “e” and those that don't. You could extend this activity by talking about “ed” endings. Draw out the idea that if the root word ends in “e”, the students only need to add “d”.

### **Suggestions for further activities**

- Ask the students to retell the story in their own words.
- Perform the story as a play using the dialogue as a focus.
- During shared writing, encourage the students to think of a situation where they have relied on their imaginations. Follow the structure of the text in their writing.
- Ask the students to draw a nautical symbol from the story, such as the boat, a dolphin, or a sail. Ask them to record other nautical words from the text. Discuss the meanings of any they are unsure of and encourage them to add to the list from other sources.
- BLM word activity: practise writing word endings

The students can practise writing and identifying the correct use of the word ending “ing”. They can then write five other words that end with “ing”.

- BLM comprehension activity: research content words

The students can write a meaning for each content word and use it in a sentence.