

The Ferryboat Ride

TEACHER'S NOTES

by Robert Perry, illustrated by Greta Guzek

GENERAL DESCRIPTION

This collection of twelve short, descriptive poems is presented in an inviting, easy-to-read style for young children. Beginning with “All Aboard!” and ending with “On Shore Again,” the reader travels along this poetic ride aboard a west coast ferry. A pleasant mixture of poetry and colourful illustrations creates vivid imagery of the ocean, marine life and coastal landscape that one would experience on such a journey. A **colouring book** (an uncoloured copy of the story) is also available.



COMMENT

The book lends itself beautifully to the sharing of travelling experiences among its young readers, or as a lead-in to a class field trip aboard a ferry. It would also be a useful resource for a unit on the seashore or ocean life. The illustrations are colourfully appealing—children can't help but be drawn into finding interesting details on every page, especially the centre double-paged illustration.

CURRICULUM INTEGRATION

Language Arts—oral/choral reading, sequencing, alphabetical order, vocabulary development, report writing, story writing, poetry writing

Math—estimation/measurement of length of ferry routes, cost of travel

Science—marine life and its habitat, pollution, water transportation, float/sink, water birds, eagles, use of binoculars, navigation

Social Studies—mapping skills, study of Vancouver Island/Gulf Island/Mainland ferry routes

Art—painting (imitating Guzek's style), constructing ferries (cardboard, Lego, wood), underwater crayon pictures (crayon resist), murals, sand pictures, beach collages

P.E./Drama—creative movement

Healthy Living—respect and appreciation for marine life and its environment

VOCABULARY LIST

aboard	raise	ramp
cars	park	ark
rumbles	doors	roars
engine	sudden	floating
foaming	behind	seagulls
cruise	lose	enjoying
racing	pretending	nearest
through	narrows	whistle
gleams	flashes	gold
night	sparkles	paintbox
hues	whales	Pods
ferry	tales	tugboat
barge	dock	shore

BEFORE YOU READ

LANGUAGE ARTS

Discussion

Show pictures of various types and sizes of ferries. Discuss ferries and ferry routes. Ask children if they have used a ferry to reach a destination. Discuss where in Canada ferries might be located.

Vocabulary

As experiences are shared, write interesting vocabulary on a chart for later use.

MATH

Graphing

Create a graph to show how many students have ridden on different ferry routes in your area or on different modes of transportation (e.g. ferry, train, bus, airplane, car, helicopter).

ART

Drawing

Ask your students to draw pictures of ferries, real or imaginary.

AS YOU READ

LANGUAGE ARTS

First Reading

This selection of poems could be read as an introduction to a theme-based unit on water transportation or transportation in general.

As you read the poems, take time for the children to comment on what they hear and see, allowing for sharing of personal experiences. Continue to list interesting vocabulary on a chart.

Rhyming

Have children identify the rhyming words in each poem. List in columns and add to the lists later.

SOCIAL STUDIES /SCIENCE

Discussion Questions

- Have you ever waited for a ferry? How long? Did you get on?
- How can you tell when a ferry begins to move? What senses do you use?
- What other vessels might you see?
- Explain the “wake” of a ship. How does it effect other boats or birds?
- What birds might you see?
- Have you ever been seasick?
- Why would the ship’s whistle blow during the trip? Why is it so loud?
- What is a lighthouse?
- Have you ever seen a Killer Whale?
- What is a tug? What might it pull? Why?
- Discuss alternative water transportation.

AFTER YOU READ

LANGUAGE ARTS

Oral/Choral Reading

Given the simple text, this book is ideal for individual oral reading or choral reading. This reading could be accompanied with a video or slide account of a class field trip aboard a ferry. Alternatively, children could create their own illustrations using felt pens and an overhead projector.

Descriptive Phrases

Discuss terms: adjective, noun, verb. Print these terms on flash cards and place along top of a pocket chart. Have children categorize previously prepared vocabulary word cards under headings in the pocket chart (use only words that fit those three categories). After the words are classified, children take turns selecting one word from each heading to create their own descriptive phrases. (e.g. foamy waves crash) For individual practice, a worksheet activity could follow.

Alphabetical Order

Use the same word cards to practise putting the words in alphabetical order in the pocket chart.

Story Map – A Linear Journey

Direct children to listen to *The Ferryboat Ride* while thinking about what happens at the beginning, in the middle, and at the end. Sketch four large boat shapes on the blackboard. As a group, brainstorm what happens at the beginning and end of the book. Print a brief description on the first and last boat sketches. Ask children what could be included in the middle part of the activity as well. Once discussed as a group, distribute worksheet THE FERRYBOAT RIDE worksheet to be completed individually, or with a partner. Have pocket chart of vocabulary available for reference.

Sequencing

Print each line of the individual poems on separate strips of heavy paper. Build the poems in a pocket chart and read together as a group. When children are familiar with the poetry, mix up the order of one poem at a time. Children may sequence sentence strips by memory or use *The Ferryboat Ride* as a reference. After being done as a group, this activity could be included in a center for individual or small group work. The SEQUENCING worksheet could also be used for individual seatwork.

SOCIAL STUDIES

Field Trip

A field trip aboard a ferry would provide the concrete experience that the children read about in *The Ferryboat Ride*. The trip could include an interview with a ferry employee. Children could ask questions (and record answers) concerning such things as: routes, costs, scheduling, maintenance, safety and emergency procedures, responsibilities of crew members.

ART

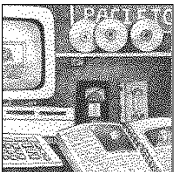
Crayon Resist Underwater Pictures

Using the illustrations from *The Ferryboat Ride*, motivate children to make their own underwater pictures. Encourage children to use a wide selection of colours and press firmly with their crayons. When complete, cover with a light blue wash. Make bulletin board display entitled "Under the Sea."

Ferryboat Construction

Have your students build ferryboats out of Lego, cardboard, or whatever materials they can think of.

NOTES



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Date _____

Name _____

FIELD TRIP – FERRY BOAT RIDE

I talked to _____.

He/She is the _____ on the ferry.

His/Her responsibilities are _____

The name of the Vessel is _____.

It travels between _____ and _____.

The crossing time is _____.

This ship carries _____ vehicles.

This ship carries _____ passengers.

Cost per: vehicle is _____ foot passenger is _____.

The number of crew needed to operate ferry is _____.

Observations: _____

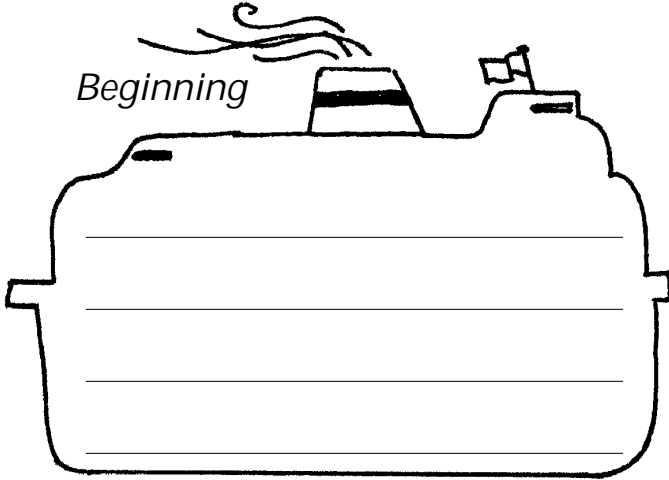
I liked _____

Date _____

Name _____

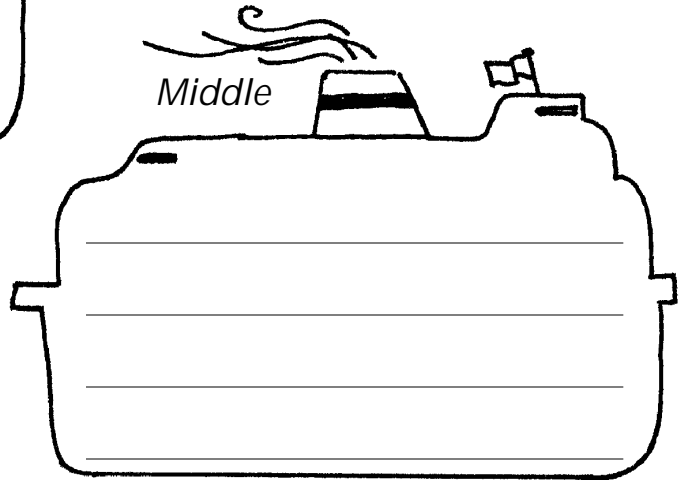
STORY MAP

Beginning



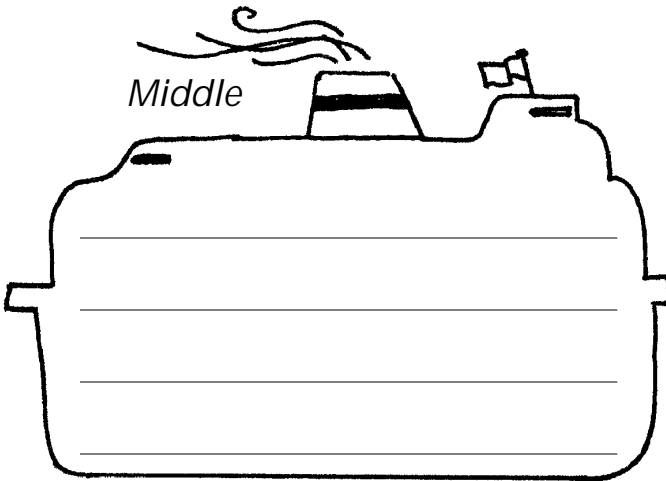
A large, rounded rectangular outline of a ferryboat with a smokestack and a flag. Inside the outline are four horizontal lines for writing.

Middle



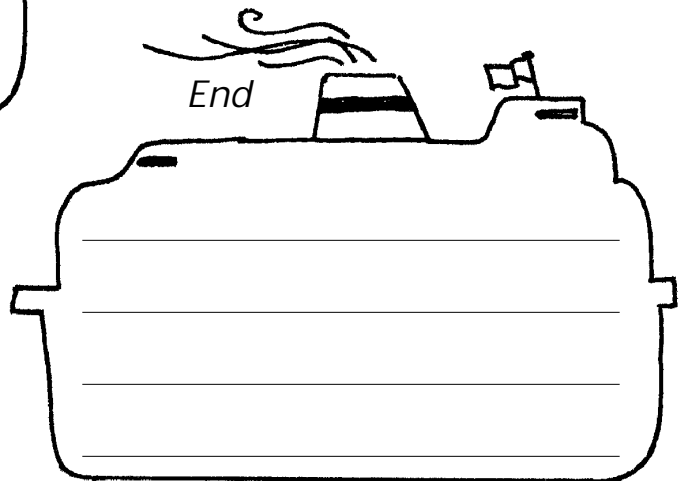
A large, rounded rectangular outline of a ferryboat with a smokestack and a flag. Inside the outline are four horizontal lines for writing.

Middle



A large, rounded rectangular outline of a ferryboat with a smokestack and a flag. Inside the outline are four horizontal lines for writing.

End



A large, rounded rectangular outline of a ferryboat with a smokestack and a flag. Inside the outline are four horizontal lines for writing.

Date _____

Name _____

SEQUENCING

Two by two

We're coming through!

The cars now park,

The narrows nears.

Like animals

The whistle blows!

From Noah's ark!

We clap our ears!

They raise the ramp,

The ocean sparkles

They close the doors;

In paintbox blues,

The engine rumbles!

Cloud-speckled skies

The engine roars!

In purple hues.

Date _____

Name _____

WORD PICTURES

1. List the words under the headings.

Adjectives

Nouns

Verbs

<i>Adjectives</i>	<i>Nouns</i>	<i>Verbs</i>

2. Now choose one word from each list and print 5 word pictures.
