Captain Cook: Explorer Guided Reading Unit

This Captain Cook: Explorer unit uses eight written texts, published on Tar Heel Reader to cover one of the Australian History Grade 4 History topics, the journey of a world navigator. These written texts are supplemented by three videos from You Tube. Four of the written texts are for early readers and writers. Four of the written texts are at a Grade 2 reading level. The written texts were designed in pairs, each covering a portion of Captain Cook’s life. In this plan, each pair of texts is used as the “book of the week” in the classroom. These two texts demonstrate how we may need, at times, to create reading level appropriate texts to cover content within the curriculum when the only available resources are written at a more complex level.

The Grade 2 level books are also suitable for shared reading.

Information for each of these texts was taken from:

Australian Curriculum History Content Descriptions covered through these texts:

Year 4: First Contacts
Historical Knowledge and Understanding
- The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.

Historical Skills
- Chronology, terms and concepts: Sequence historical people and events
- Chronology, terms and concepts: Use historical terms
- Analysis and use of sources: Locate relevant information from sources provided
- Perspectives and interpretations: Identify different points of view
- Explanation and communication: Use a range of communication forms (oral, graphic, written) and digital technologies

Week 1
Texts:
- Captain James Cook: The Early Years by Jane Farrall (Grade 2 version)
- Captain James Cook: The Early Years by Jane Farrall (Early reader version)

Click on the titles of the texts above to be taken to the texts on Tar Heel Reader.
Purposes for reading the text(s).

Monday
Purpose: Read to remember activities that James Cook did in the texts.
Activate background knowledge: Discuss activities you do during the week (use the classroom schedule as needed)

Tuesday
Purpose: Read to remember ways in which Captain Cook is similar and different to you.
Activate background knowledge: Have students discuss how they are similar to and different to each other e.g. they go to school, live in houses/apartments/farms, like/don’t like sailing

Wednesday
Purpose: Read to identify words that describe major events in the texts.
Activate background knowledge: Make a list of words that describe a special event or activity the students experienced at school.

Thursday
Purpose: Read to identify what happens in the beginning, middle, and end of the texts.
Activate background knowledge: Identify the things that happen at the beginning, middle or end of the school day (using the schedule as needed).

Friday
Purpose: Read to predict what might happen in James Cook’s future.
Activate background knowledge: Predict what students might do on the weekend

Week 2
Texts:
- Captain James Cook: Explorer by Jane Farrall (Grade 2 version)
- Captain James Cook: Explorer by Jane Farrall (Early reader version)
- The First Voyage of James Cook from Learning Vids for Kids

Click on the titles of the texts above to be taken to the texts on Tar Heel Reader and the video on YouTube.

Purposes for reading the text(s).

Monday
Purpose: Read to remember activities that James Cook did in the texts.
Activate background knowledge: Discuss activities you do during the week (use the classroom schedule as needed)
Tuesday
Purpose: Read to identify places that Captain James Cook travelled to in the texts.
Activate background knowledge: Have students discuss places that they have travelled to or that they travel to and from each week.

Wednesday
Purpose: Read to identify words that describe major events in the texts.
Activate background knowledge: Make a list of words that describe a special event or activity the students experienced at school.

Thursday
Purpose: Read to identify what happens in the beginning, middle, and end of the texts.
Activate background knowledge: Identify the things that happen at the beginning, middle or end of the school day (using the schedule as needed).

Friday
Purpose: Read to predict what might happen in James Cook’s future.
Activate background knowledge: Predict what students might do on the weekend.

Week 3
Texts:
- Captain James Cook: Around the World by Jane Farrall (Grade 2 version)
- Captain James Cook: Around the World by Jane Farrall (Early reader version)
- Captain Cook’s Endeavour Song from TeeVeeNZ

Click on the titles of the texts above to be taken to the texts on Tar Heel Reader and the video on YouTube.

Purposes for reading the text(s).

Monday
Purpose: Read to remember activities that James Cook did in the texts.
Activate background knowledge: Discuss activities you do during the week (use the classroom schedule as needed).

Tuesday
Purpose: Read to put these events from the story in the order they occurred in the text: wanting to explore more, returning to England, writing about his travels, sailing around the world, making more maps.
Activate background knowledge: Put the events of the school day in order.

Wednesday
Purpose: Read to identify words that describe major events in the story.
Activate background knowledge: Make a list of words that describe a special event or activity the students experienced at school.
Thursday
Purpose: Read to identify which of these details is an important detail from the book: people thought he was great, he sailed all the way around the world, he returned to England.
Activate background knowledge: Make a list of all of the important things we do at school.

Friday
Purpose: Read to predict what might happen in James Cook’s future
Activate background knowledge: Predict what students might do on the weekend

Week 4
Texts:
• Captain James Cook: The End by Jane Farrall (Grade 2 version)
• Captain James Cook: The End by Jane Farrall (Early reader version)
• Optional text: The Amazing Life and Strange Death of Captain Cook: Crash Course World History #27. Please note this video has very fast speech.

Click on the titles of the texts above to be taken to the texts on Tar Heel Reader and the video on YouTube.

Purposes for reading the text(s).

Monday
Purpose: Read to remember activities that James Cook did in the book
Activate background knowledge: Discuss activities you do during the week (use the classroom schedule as needed)

Tuesday
Purpose: Read to identify words that describe major events in the story.
Activate background knowledge: Make a list of words that describe a special event or activity the students experienced at school.

Wednesday
Purpose: Read to put these events from the story in the order they occurred in the text: he sailed to Hawaii, he was killed in Hawaii, he sailed to Australia and New Zealand, he got presents from the native people in Hawaii.
Activate background knowledge: Put the events of the school day in order.

Thursday
Purpose: Read to Identify what happens in the beginning, middle, and end of the story.
Activate background knowledge: Identify the things that happen at the beginning, middle or end of the school day (using the schedule as needed).

Friday
Purpose: Remember and retell the timeline of the text.
Anchor: Remember an event from school and work together to retell what happened.

Some of the Australian Curriculum English Strands and Threads addressed in this unit:

**Literacy**
*Strand: Language*

Thread: Text structure and organisation - Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes.

Thread: Text structure and organisation - Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality.

Thread: Visual Language - How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.

*Strand: Literacy*

Thread: Examining literature - Identify some features of texts including events and characters and retell events from a text.

Thread: Comprehension strategies – strategies of constructing meaning from texts, including literal and inferential meaning.

*Strand: Literature*

Thread: Texts and the contexts in which they are used - how texts relate to their contexts and reflect the society and culture in which they were created.

Thread: Comprehension strategies – strategies of constructing meaning from texts, including literal and inferential meaning.

**Communication**

*Strand: Literacy*

Thread: Listening and speaking interactions - the purposes and contexts through which students engage in listening and speaking interactions.

Thread: Listening and speaking interactions - the skills students use when engaging in listening and speaking interactions.

*Strand: Literacy*
Thread: Editing - editing texts for meaning, structure and grammatical features

Thread: Comprehension strategies - strategies of constructing meaning from texts, including literal and inferential meaning

Many of the above purposes for reading the texts are based on example purposes from Dr Karen Erickson and the Centre for Literacy and Disability Studies.