

## The Colors and Shapes of Language 2

### Unit 14

#### Titanic Unit

#### Activity 1 – Naming

The teacher says, “**Let’s name kinds of ships and boats.**” [Students name.]

- b. The teacher says, “**Let’s name parts of ships and boats.**” [Students name.]
- c. The teacher says, “**Let’s name how ships and boats are used.**” [Students name.]

[The teacher needs a picture of a sailboat, submarine, ship and catamaran.]

#### Activity 2 – Describing

- a. The teacher shows a picture of a sailboat and says, “**I want you to describe this object. Tell me the name of this object.**” [Students respond.]  
 “**Tell me some categories or groups that a sailboat would fit.**” [Students respond]  
 “**Tell me the function of a sailboat. What is it for or how do you use it?**” [Students respond.]  
 “**Tell me the color of the sailboat.**” [Students respond.]  
 “**Tell me its shape.**” [Students respond.]  
 The teacher shows a submarine and says, “**Compare this to this. Let’s compare the colors, sizes, shapes, and functions of these two objects.**” [Students respond.]
- b. The teacher shows a picture of a ship and says, “**I want you to describe this object. Tell me the name of this object.**” [Students respond.]  
 “**Tell me some categories or groups that a ship would belong.**” [Students respond]  
 “**Tell me the function of a ship. What is it for or how do you use it?**” [Students respond]  
 “**Tell me the color of the ship.**” [Students respond.]  
 “**Tell me its shape.**” [Students respond.]  
 The teacher shows a catamaran and says, “**Compare this ship to a catamaran. Let’s compare the colors, sizes, shapes, and functions of these two objects.**” [Students respond.]

#### Activity 3 – Listening to an Expository Passage

The teacher reads this story.



## The Titanic

The Titanic was a gigantic ship. It was built with ten decks and all of the latest safety features. It was thought to be unsinkable. The Titanic was the biggest, most comfortable, and safest ship ever built. (The teacher draws a ship.)

The skies were clear and blue as the Titanic set sail across the Atlantic Ocean on Friday, April 12, 1912. On board, there were 337 first-class passengers, 270 second-class passengers, 712 third-class passengers, 518 stewards and about 300 crewmembers. All aboard marveled at this great ship. (The teacher draws several stick people.)

On April 14, the ship received two warnings about icebergs. The spring had been a dangerous season for icebergs. The winter had been warm so there were more icebergs in the ocean that had broken free from the glaciers. The Titanic had changed its course to the south to avoid the many icebergs that were drifting in the ocean. (The teacher draws an iceberg.)

Even though the Titanic had changed its course, it could not avoid all the icebergs. At 11:40 p.m. on April 14, 1912, an iceberg scraped the side of the ship and it began to take on water. The unsinkable ship was sinking! The people on board needed to be saved. (The teacher draws ship sinking.)

At 2:20 a.m. on April 15, 1912, huge waves washed over the remaining stern of the ship and it sank into the depth of ocean. There was great silence. Seven hundred-thirteen people survived and over 1,500 people died when the ship sank. (The teacher draws several small boats.)

The builders of the Titanic wanted the world to remember it as the biggest, fastest, safest ship in the world. The world does remember the Titanic but not for those reasons. The world remembers the Titanic as one of the biggest ocean disasters of all time.

- b. The teacher asks the following questions after reading the story:
- i. What day did the Titanic set sail?
  - ii. How many warnings about icebergs did they receive?
  - iii. Did the Titanic change course to avoid the icebergs?
  - iv. How many people were on the ship?
  - v. How many people survived?
  - vi. What is the Titanic remembered for?
  - vii. Do you think you would have been scared?



**Activity 4 – Retelling the Story**

- a. The teacher models the retelling of the story, “Titanic.” The teacher uses the drawings that were made as the story was told the first time.
- b. Students retell the story with a partner.
- c. Students take turns retelling the story using the pictures. The teacher guides students as they retell the story.

**Activity 5 – Listing**

- a. Students make lists using the following headings:
  - i. things you would take on a vacation
  - ii. things you would take on a ship
  - iii. jobs you could do on a ship

**Activity 6 – Writing a Story**

- a. Students brainstorm ideas for writing “The day my sailboat capsized.” A story similar to the one the teacher read.
- b. The teacher writes the following outline on the board or overhead projector. Students use the outline to write their paragraphs.
  - Sentence 1 – State event.
  - Sentence 2 – State what happened first.
  - Sentence 3 – State what happened next.
  - Sentence 4 – State what happened then.
  - Sentence 5 – State what happened finally.
  - Sentence 6 – Restate event.

**Activity 7 – Editing**

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

