

Student Card Features | Page 1

A Focus Phonics

The phonics focus of the lesson—the focus grapheme(s) and phoneme(s)—is shown here. Notice that phonemes are shown within forward slashes.

B Pronunciation

The pronunciation of the phonemes is explained fully for students. The lesson guides you in reading and discussing this section with students.

TALL SHIPS

Bluenose II

Grapheme	Phoneme	Pronunciation
sh	/sh/	The letters <i>sh</i> work together to say /sh/, as in <i>ship</i> and <i>fish</i> .
th	/th/	The letters <i>th</i> work together to say /th/. In the words <i>the</i> , <i>there</i> , and <i>they</i> , /th/ is a voiced sound. In the words <i>thin</i> , <i>both</i> , and <i>with</i> , /th/ is a voiceless sound.

Word Lists

sh /sh/ ship ships shore shape wish fish fishing	th /th/ this they there gather three path with
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Activating Prior Knowledge

Boats like the one in this photo are called tall ships.

- What do you know about tall ships? What do you predict they are used for?
- Name as many other types of boats as you can.

C Activating Prior Knowledge

Each student card provides prompts or questions to help students consider what they know about the topic before reading the passages, tapping into their knowledge and lived experience, and activating their interest in the topic. Always be sure to read the prompts aloud to students, as they are not decodable.

D Word Lists

Each of the lesson’s focus GPCs has a corresponding word list. Most often, the words are included in the reading passage on page 2. Some of the words may also be used in page 3 text or in the Application activities.


Student Card Features | Page 2

A Decodable Text

The reading passage on page 2 is highly decodable text that provides students with the opportunity to read words with each focus grapheme in context. You may choose to read the decodable text aloud to students before asking them to read it independently; this will lead to greater success and increased confidence. This passage uses each focus grapheme multiple times.

B Visuals

On pages 2 and 3, engaging photos (with captions or labels as appropriate) support comprehension of the reading passage and sometimes provide additional information. Labelled maps and diagrams are also included on some student cards.



TALL SHIPS

B Rigging

Mast

Sail

Hull

A

This is a tall ship. Tall ships are made to sail and race. They are used for fishing too. The fish are taken to shore to sell.

The sails on this ship are not all the same shape. They are held up with tall poles, or masts. This tall ship has three masts. The masts are set on the base of the ship, or the hull. The ropes you see on the ship are rigging. The rigging can make the sails go up and down. The wind and the sails help set the path of the ship.

If you wish to see a tall ship, visit a tall ship race. Many tall ships gather there!

C High-Frequency WORD LIST

all	many
are	there
down	to
for	you

2

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C High-Frequency Word List

To ensure the decodable passages are engaging and appropriate for students, some high-frequency words are used. The lesson guides you to read this word list with students before they encounter these words in the passage

Student Card Features | Page 3

A Shared Reading Passage

The passage on page 3 is intended for shared reading. After reading the text *to* students, you may invite students to read portions of the text *with* you. Keep in mind that this text is more challenging for students, compared to the highly decodable passage on page 2. *Note:* When reading any text aloud to students, be sure to model fluent and expressive reading

A An Adventure to Remember!

Tall ships have been used for over 4000 years! But did you know that *you* can sail on a tall ship? You can even become part of the **crew**! Tall Ship Expeditions Canada offers summer camps for youth ages 13 to 18. Each camp explores one or more of the Great Lakes of North America.

B Sailing on the *St. Lawrence II* is an adventure to remember! You will learn about both the workings of a tall ship and the importance of safety. You will also gain experience working with a team and developing leadership skills. As you sail through beautiful scenery, you are likely to see wildlife along the shoreline. These camps aboard a tall ship provide a unique way to experience the wonders of nature!

Vocabulary Connections

The **crew** of a ship refers to everyone who works on board the ship.

C Text Features

The Vocabulary Connections text feature appears on page 3 of most student cards and defines a vocabulary word in bold in the text. Other text features, such as “Did You Know?” sidebars, are included as appropriate.



Above: *St. Lawrence II*

Right: A ship's crew wears safety harnesses when they roll up the ship's topsail.



The Great Lakes are a series of interconnected freshwater lakes. The lakes are shown in blue.



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3


B Text Forms

The page 3 passages provide students with the opportunity to read text in a variety of forms, such as question-and-answer format, first-person narrative, and procedural text.

Student Card Features | Page 4

A Word Study

Each student card includes a Word Study activity connected to the phonics focus. Students can complete this activity in their notebook.



Word Study: Word Hunt
A 1. Make a table like the one below.


sh /sh/	th /th/


2. Then, look back at the text on pages 2 and 3. In the table, list all the words that use the graphemes *sh* or *th*.
3. Underline *sh* or *th* in each word. (Notice that sometimes these letters are at the beginning of the word, sometimes at the end, and sometimes in the middle.)

Comprehension
B Write a summary of the text on page 2.
1. Reread the text on page 2 and look at the photo. Tell the main idea.
This text is about...
2. Then, write three or four sentences summarizing what you learned about tall ships from this text. Give details that support the main idea.
– *The purposes of tall ships are...*
– *The parts of a tall ship are...*
Remember, a summary includes *only the most important information*.
Use your own words for information in a summary.

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www.pearsoncanadaschool.com
ISBN 978-0-13-545328-5

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B Comprehension

Each student card includes a Comprehension task. This activity is connected to the Comprehension Focus for the lesson. Sometimes the activity is oral and you discuss it with students. Sometimes the activity requires students to write a response in their notebook.