

Overview

This article is about the Port of Tauranga and is told by a boy whose father works there. It contains a general description of what a port is and has specific information about the kinds of ships, and their cargo, that visit Tauranga. There is also a brief overview of the grounding of the *Rena*.

“The Port” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically” about text (*The Literacy Learning Progressions*, page 14). The characteristics of this text

provide opportunities for students to make connections and inferences, identify and summarise, ask questions and look for answers, and use multiple sources of information to clarify meaning.

An audio version of the text is available as an MP3 file at: www.juniorjournal@tki.org.nz

Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.

The visual language features (subheadings and maps) that are clearly linked to the body text

The possibly unfamiliar, subject-specific words – “export” and “import” – the meaning of which is supported by the text

A port is a place where ships are loaded and unloaded. New Zealand has many ports because there is water all around us.



A map showing some ports in New Zealand

Imports and exports

Cargo that is sent to another country is called an export. Cargo that comes from another country is called an import.

Logs are one of the main exports from the Port of Tauranga. Ships carry logs all the way to countries like India and Japan.

New Zealand sells a lot of kiwifruit overseas. Most of it leaves from the Port of Tauranga because it is grown nearby.

Two imports to the Port of Tauranga are for farms. Farmers import fertiliser to help crops grow. Dry food for cows is also brought in from overseas.



A view of the Port of Tauranga



Kiwifruit being loaded for export

A variety of sentences, mostly simple and compound, with a few complex sentences

A mix of explicit and implicit content within the text and illustrations that requires students to make connections between ideas in the text and their prior knowledge in order to make simple inferences, for example, about why logs are exported from the Port of Tauranga

Ideas and information organised in paragraphs

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

English (Reading)

Level 2 – Structure: Show some understanding of text structures.

Social Sciences (Social Studies)

Level 2 – Understand how places influence people and people influence places.

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

- To find out what happens at a port, and in particular, the Port of Tauranga

Suggested learning goals for this text

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

Select from and adapt the suggestions below according to your students’ strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

- The students make connections between their prior knowledge and the ideas in the text to make simple inferences.
- They ask questions and look for answers in the text.
- They identify and summarise the main ideas.
- They use multiple sources of information to clarify the meaning of unfamiliar words and ideas.

**Text and language features****Vocabulary**

- Possible unfamiliar words and phrases, such as, “Tauranga”, “stored”, “cargo”, “export”, “import”, “brought in from overseas”, “fertiliser”, “bulk carriers”, “liquid”, “carrying”, “Cruise”, “tourists”, “pilot launch”, “guide”, “heavy machinery”, “vehicles”, “reflector”, “ocean”.

Possible supporting strategies

Have the students brainstorm what they know about ports. Use pictures and/or audiovisual clips as prompts. Create a shared word map. Have the students suggest and explain the vocabulary that describes what happens at a port and the equipment that is used there. If necessary, feed in key vocabulary. Use the word map to support students during and after reading.

Monitor the students’ **decoding** attempts by noticing their use of words from the text. Prompt them to remember strategies they know, for example, breaking words into familiar chunks (“tank-er”, “re-flec-tor”, “en-vi-ron-ment”).

Monitor the students’ use of **word-solving** strategies to work out the meanings of unfamiliar words and phrases. Prompt them to remember the strategies they can use, often in combination, for example:

- using the context, structure, and their prior knowledge to work out the meaning of “overseas” and “tourists”
- drawing on their knowledge of common prefixes (“EX-port” and “UN-loaded”).

Have a dictionary available to confirm or clarify word meanings. Have bilingual dictionaries (where appropriate) available for students who have a first language other than English.

Text features

- The features of a report, including the use of headings
- The map, labelled with some of the ports in New Zealand
- The photos with captions.

If necessary, remind the students that this article is a report. Discuss the features of a report and how these support the reader to gain information about the topic.

Specific knowledge

- Some understanding of ports and shipping, including imports and exports, the different types of ships, and the machinery and vehicles used at a port
- The knowledge that New Zealand is surrounded by sea and so ships are commonly used to move materials around New Zealand and the world
- Familiarity with Tauranga and its location within New Zealand
- Some familiarity with the outcome of shipping accidents.

Remind students of any relevant studies they may have undertaken about ports, or remind them of other texts they may have read about ports or shipping, for example “The Stowaway” (JJ 45), that will support them with some of the ideas.


Use the photographs to support the students with vocabulary and knowledge.

Provide a map of the world so that students can explore New Zealand’s geographical position.


Provide information about Tauranga and Bay of Plenty, including what the region is best known for, for example, it is the largest kiwifruit-growing area in New Zealand. (Have a map of New Zealand on hand to show the location of Tauranga.)

Provide information about recent shipping accidents (for example, the *Rena* in Tauranga in 2011) and the impact these accidents have on the environment.


**Metacognition**

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognitive behaviours, are threaded through the notes and indicated by .

HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

 Ask questions: *How did you know that bit was wrong? Or: I noticed that you reread that bit when you got confused. How did rereading help you?*

 Use prompts: *Think about what you can do to find help with the meaning of that word. Look at the rest of the sentence. How did it help you?*

 Ask questions: *What did you learn about the port? How has reading this article made you think about the things we import and export? How has it made you think about the kinds of work done at a port?*

Introducing the text

- Have the students read the title. Have them share their knowledge of ports and create a word map together (see the “Possible supporting strategies” section for vocabulary).
- Explain that most of the information in this article is about one port but there will be similarities with other ports. Have the students look at all of the photographs and the map, then have them share any questions about ports.

These questions could be written on the whiteboard for students to refer back to during the reading.

- Provide opportunities for students who have a first language other than English to explore the topic in this language. For example, students who share the same first language could brainstorm together.
- Share the reading purpose and the learning goal(s).

Reading and discussing the text

Instructional strategies you can use to support the students to achieve the learning goals are in the right-hand column. Select from and adapt the suggestions according to your students’ needs.

What to look for, prompt, and support as the students work towards achieving their learning goal

Pages 24–25

The students ask questions by using illustrations and subheadings, for example, “What kinds of ships are at a port?”

They are able to identify that a port is where ships go to load and unload. They can give at least one example of cargo.

They come to the conclusion that the ships need to travel to different ports to drop off or collect cargo.

They identify the main idea, on page 25, as “A port is a place where ships are loaded and unloaded.”

The students share their ideas about what New Zealand might send to other countries.

How you can support students to read, respond, and think critically

I’m wondering what happens at the port. Let’s read on to find out. What questions do you have?

Tell the students that as they read, you want them to identify the main ideas from each page. You could start a graphic organiser like the one below.

Prompt the students to look for key words to help them identify the main ideas.

Remind students that the main idea of the paragraph is usually in the first sentence and it will be followed by supporting information. Model an example from page 24. For example, *The first sentence tells me that ships from all over the world visit the Port of Tauranga. This is the main idea of the paragraph. The other sentences give me more information about the ships.*

Model filling in the graphic organiser for page 24.

Have students read to the end of page 25 and look at the map and photograph along with the captions. Fill in the graphic organiser for page 25.

| Page | Main idea | Supporting information/ examples |
|------|--|--|
| 24 | Ships from all over the world visit the Port of Tauranga | Port of Tauranga – one of the biggest ports in NZ Ships carry cargo |
| 25 | Ports are where ships have cargo loaded and unloaded. | New Zealand has many ports |

☒ *What is cargo? What helped you find this out?*

What cargo might we send to other countries? Have students think, pair, and share their ideas.

Page 26

The students use keywords and their knowledge of a report to identify that imports are cargo that come into a country and exports are cargo that go out from a country. They can give an example of each, using words from the text to justify their answers. For example, kiwifruit is an export because the text says it leaves from the Port of Tauranga.

Explain that often, if we change a heading into a question, it helps us to focus on the main ideas. *How can we change this heading into a question? (For example, What are imports and exports?)*

Tell them that in a report the first paragraph of a section gives the topic and the following paragraphs give more details.

Have the students read the first paragraph and identify the definitions of exports and imports. Confirm that defining imports and exports is the main idea. Add this to the graphic organiser.

If this is the main idea, what information will follow in the other paragraphs?

Have the students read the following paragraphs and find the supporting information. Remind them to justify their ideas by using words from the text. Have students share back to the whole group. Add the supporting information to the graphic organiser.

| Page | Main Idea | Supporting information/ examples |
|------|---|--|
| 24 | Ships from all over the world visit the Port of Tauranga | Port of Tauranga – one of the biggest ports in NZ Ships carry cargo |
| 25 | Ports are where ships have cargo loaded and unloaded. | New Zealand has many ports |
| 26 | Exports (cargo going to other countries) Imports (cargo coming into the country) | Logs, kiwifruit Fertiliser, dry food for cows |

If necessary, clarify that logs are usually the trunks of trees that have been cut down. You could have the students look at the photo at the top of page 27 for clarification.

By using the information about kiwifruit being grown nearby, students infer that logs are exported from Tauranga because they are cut from large forests close to Tauranga.

They infer that fertiliser and dry food are imported because there aren't enough in New Zealand.

The students identify the main ideas about imports and exports.

They ask further questions, for example, about what other things might be imported.

The text says that kiwifruit is grown nearby, which is why it is exported from Tauranga. So, thinking about that, why might logs be "one of the main exports" from Tauranga?

Why might fertiliser and dry food be imported into New Zealand?

Briefly discuss why a country might import and export items. You may need to draw out the idea that some countries don't have all the things they need so they buy them from other countries.

Have the students share any further questions.

Page 27

The students suggest a question, such as, What kinds of ships visit the port?

They use information about fertiliser, kiwifruit, and logs from page 26 and the photos and their prior knowledge to infer that the ships will be different because the cargo is not the same.

They identify bulk carriers and tankers and provide an example of the cargo each ship carries.

How can we change the heading into a question? Prompt the students to use the heading and the first paragraph to identify the main idea. Add to the graphic organiser and ask the students to predict what the following paragraphs will be about.

Draw out the idea that different types of cargo need to be carried in different kinds of ships. *Thinking back to what we have just read about the types of things that might be on each ship, I wonder why the ships would need to be different. The photos on pages 26 and 27 may give us some clues.*

Have students read the page. If necessary, support students with "wheat". You may need to briefly discuss the meaning of "bulk".

To support "liquid", remind students of the "qu" sound in "quiet" and "quick".

What are the two kinds of ships mentioned on this page? Have students share with a partner an example of what type of cargo each ship carries. Then have them share back with the group. *How can we summarise this?* Add the examples (of the two different kinds of ships and the cargo they carry) to the graphic organiser.

What other kinds of ships might visit a port?

The students make connections to their prior knowledge of ports and form a hypothesis about other ships, for example, passenger or container ships.

Have students read the page and look at the photo. You may need to support them with "cruise" and "tourists". Students could read on if they are unsure what these words mean and use other words, such as "passengers leave the ship for the day to look around", to help them.

What kind of ships did you learn about on this page? Was your hypothesis right?

Briefly, have the students review the four types of ships on pages 27 and 28 and complete the graphic organiser. Confirm that page 28 is part of the same section as page 27 and has the same main idea.

Page 28

The students read the page and confirm their hypothesis against the information.

They explain that it is important that the ice cream stays frozen. They also explain that tourists are similar to cargo.

They use key words to summarise that different kinds of ships carry different cargo.

We have read about the types of ships that carry cargo, including people, so now I'm wondering what these "special boats" will be and what they do.

What could our question for the heading be?

Before they read the page, have students look at the photo and share their ideas about what types of boats might be described.

What are the two types of small boats? Why are they needed?

Have students think, pair, and share, then record the main idea and supporting information on the graphic organiser.

You may need to emphasise that passenger and cargo-carrying ships are huge and that they need support when they dock.

Page 29

The students create a question about the special boats that might be at the port.

They use the photo and their prior knowledge to help them form a hypothesis about smaller boats needing to support the large ships.

They identify the tugboat and the pilot launch as the two kinds of special boats. They explain that the tugboats push and pull the large ships and the pilot launch takes the pilot to the ship so he can help guide it into the port.

Page 30

The students identify the main idea as staying safe at the port.

They give examples of heavy machinery, such as trucks, cranes, and forklifts, and make the connection between people being small compared with these huge machines.

They explain that Brady's dad wears a brightly coloured vest with reflectors and that his truck has a flashing light. They explain that a flashing light makes his truck easier for people to see. They may make connections to their duty teachers wearing similar vests.

Page 31

The students identify the main idea that safety at sea is important.

The students identify the main idea that the *Rena* accident caused a lot of damage.

They explain whether they think ships are a good way to move cargo, and they justify their thinking.

They use the key words to help them identify and then summarise the main idea that even though there may be accidents at sea, it is a sensible way to move cargo around the world.

With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

The students identify some challenges in the text and how they worked (or tried to work) them out.

Support students to identify the main idea. *The heading has the word safety and the first sentence says "The port is a dangerous place". I'm thinking that the main idea is "Staying safe at the port".* Record the main idea on the graphic organiser.

Why is the port a dangerous place? Have students share their ideas about "heavy machinery" and why it is dangerous.

How does Brady's dad stay safe? Why do you think he needs a flashing light on his truck? Add the details about dangers and safety measures to the graphic organiser.

Prompt the students to notice that there are two headings on this page, so there will be two main ideas.

Support students to identify the first main idea that safety at sea is important.

Have the students read the second paragraph. Some students may be familiar with the *Rena* accident, so you could have them share their experiences.

Do you think that ships are a safe way to move cargo? Why/why not?

What is the main idea in the second paragraph? Add it to the graphic organiser.

Review the graphic organiser to focus on some of the main ideas that help the reader to understand what happens at ports.

Revisit the reading purpose and learning goals.

How did asking questions help you to understand what a port is and the different activities at the port?

How did you identify a main idea? Did the graphic organiser help you to identify the main ideas? How?

How did summarising the main ideas help you to understand the text?

After reading

- Students can reread the article as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- **Provide opportunities for students to further practise their skills of identifying main ideas.**
 - Have them reread the article, and with help, write a sentence to summarise each section. The students can then use these summaries to present a brief explanation (orally or in writing) of what happens at the Port of Tauranga. They can present their explanations to the rest of the class.
 - Have them draw and label a port showing a variety of ships, different kinds of machinery, and special boats. Have them write a brief description, including what a port is, the type of cargo each ship is carrying (including whether it's an import or an export), the role of the special boats, and what the machinery does.
- Refer to one or more sections of the graphic organiser. Use the notes to help you analyse the structure of the writing and to co-construct a writing frame for the students' report writing – introducing a main idea in the first paragraph and then giving extra information in the following paragraphs.
- Provide opportunities for the students to apply their newly acquired knowledge by having them find out about the port that is closest to them. If possible, the students could find out more about what kinds of products are sent from their local area.
 - Have the students find out about specific roles at the port and provide a summary about each role.
- Students from other countries could research and write about imports and exports for their countries.
- Provide opportunities for the students to practise summarising across other texts. See the section below for examples of other texts you could use in a guided reading session.
- Students could find out what is produced in the local area and sent to other parts of the country or the world.

Related texts

Texts that require students to summarise, for example, "Catching Mustelids" (JJ 43), "Tākapu", and "Pōhutukawa" (JJ 45).

Texts with a port topic: "The Stowaway" (JJ 45)