

Rolling Right Along

PM Level 29

Sapphire

Text Type Exposition/Information Report

Running Words 2334



Preparing for Guided Reading

Orientation to the Text

- In *Rolling Right Along* we find out how the wheel was first discovered, around 3500 BC. We learn about how it was used in ancient times and its link to many other inventions. Today the wheel is used in all aspects of our daily life from work to recreation. In the end we are left pondering the question: what would our lives be like without the wheel?

Prior Knowledge

- Give students a short synopsis of the text. Prompt students for key vocabulary. When would you think the wheel was invented? Name some modern inventions that include the wheel. Record these and review them after the first reading.

Building the Balanced Reader

Grammatical Conventions

- Note the possessive apostrophe in *Ferris's*, *Columbus's* and *world's*.
- Locate hyphenated words that together make a noun or adjective, e.g. *spinning-wheels*, *fairy-tales*, *bicycle-powered*, *kick-wheel*, *merry-go-round*.
- Identify inverted commas for technical words in the text, e.g. '*boneshaker*', '*hobbyhorse*', '*penny-farthing*'.

Vocabulary

Key vocabulary

anniversary, artificial, chariots, circumference, devices, diameter, effective, hydroelectric, invention, transportation, spindle, technology, turbine, turntable, vital

Spelling

- Locate compound words made up of two smaller words, e.g. *battlefield*, *metalworking*.
- Identify suffixes added to root words, e.g. *lighter*, *quickly*.
- Recognise subject specific vocabulary, e.g. *penny-farthing*, *spinning jenny*.

Visual Literacy

- What factors have influenced the choices in the front cover artwork? For example, the repeated imagery of a wheel in motion. Why has a black

and white photograph of a penny-farthing been combined with the colour image? What does this suggest to the reader?

- How is a sense of 'wheels in motion' created in the cover artwork?

Focusing on the Story – Guided Reading

- Revise when and where the wheel is thought to have been invented. Name some of the uses we have found for the wheel. What was the catalyst for the improvement in the wheel?
- Discuss the level of enjoyment you would experience riding a 'Draisienne'.
- Imagine you were one of the first people to ride on George Ferris's 'Ferris wheel'. Explain how you would have felt.
- Discuss some other methods of potting besides using the pottery wheel. Talk about why potters were so respected in Egyptian times.
- Talk about why the local spinners were upset at the invention of the 'spinning jenny'. Do you think they were justified?
- Refer to the symbolism behind Gandhi's wish to include the 'charkha' on the Indian flag.
- Ask students which part of the text they enjoyed the most and why?

Comprehension

- What was George Ferris's inspiration for his invention? (*Literal*)
- Did air-filled tyres contribute to the bicycle enduring as a mode of transport? (*Inferential*)
- What does the expression the 'wheels of justice' mean? (*Applied Knowledge*)

Follow-up Activities

- Ask students to summarise the main idea of each chapter and list the key points that support this idea.
- Encourage students to imagine they are the King of Uruk and write a response to General Enkidu's letter on pp. 6–7 of *Rolling Right Along*.
- Write a list of 15 things with wheels that you couldn't do without. Once you have made your list, prioritise them in order of importance and give reasons why.

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.

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Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up