

Big Machines For Fun and Sport

PM Levels 18/19

Turquoise

Text Type Information Report / Explanation

Running Words 444



Preparing for Guided Reading

Orientation to the text

- Re-read *The Little Red Bus* (PM level 13). Involve students in a lively informative discussion about caravan and campervan holidays.

Prior knowledge

- This text is about all kinds of exciting machines, on land, sea and in the air, that are used for having fun, playing sport and going on holiday.

Building the Balanced Reader

Vocabulary

Key vocabulary

easy, enough, exciting

Content Words

burner, cabins, campervans, closed, float, glider, kinds, motorbikes, sailing, speed, vehicles, water-skiing

Decoding

- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Pp. 4–5: Talk about why involvement with fun and leisure activities can make you feel good about yourself. Read the labels on the photographs. Discuss the meaning of *exciting* when used in this context.
- Recall that a group is three or more people. Search the text to confirm why some people ride motorbikes. Find the meaning of *vehicle* in a dictionary. Discuss reasons why motorbikes are often ridden in the city. Ask, *What is an open road?* Encourage students who have attended motorbike races to talk about their experiences. Point out the streamlined shape of modern racing bikes and notice the rider's low riding position.
- Read the *Did you know?* statement. Discuss why wide tyres and special wheels are needed for motor racing. Talk about the safety precautions taken by the organisers of such events.

- Classify boats for fun and sport. Reinforce features of non-fiction texts, e.g. locate chapter headings on the contents page, check the meanings of *cabin* and *sail* in the glossary, and find relevant information using the index. Recall the enjoyment of summer water sports.
- Talk about ideal weather conditions for launching hot-air balloons. Ask, *Why do you think hot-air balloons are usually seen in the early morning?* Discuss, in simple terms, how a hot-air balloon works, i.e. regular blasts of heat from propane gas burners keep the balloon flying. Ensure that students understand that hot-air balloons have to fly where the wind takes them.
- Ensure students understand that both gliders and hang-gliders are dependent upon currents of rising air (thermals) – this is why gliders are often seen flying round and round. Gliders are more streamlined than hang-gliders and can stay in the air longer. Discuss the aerodynamics of both craft, i.e. very light with bird-like or aerofoiled wing shapes. Explain that hang-glider pilots hold onto a control bar. When they shift their weight, they are able to steer the hang-glider.
- Encourage students to search for information in their texts when responding to the questions. Revisit the meanings of the words in the glossary.
- Look at the compound words *campervans*, *houseboats*, *motorbikes* and *hilltops*.
- Discuss the difference between compound words and words joined by hyphens.
- Ask questions that require students to use the index on the inside back cover.

Comprehension

- What are the three ways listed that people use big machines? (*Literal*)
- Which vehicles are mainly for fun and which are mainly for sport? Can some be used for both? (*Inferential*)
- Why would most of these vehicles need to be operated by adults? How could children enjoy them? (*Inferential*)

Follow-up activities

- Invite students to cut out photographs of machines for fun and sport from magazines or newspapers. Ask them to write stories about their machines into the computer.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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