

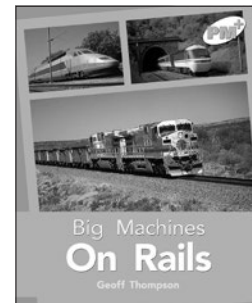
Big Machines On Rails

PM Levels 18/19

Turquoise

Text Type Information Report / Exposition

Running Words 438



Preparing for Guided Reading

Orientation to the text

- Inform students that this book is a non-fiction text. Read the title, and study the cover and title page photographs. Extend students' understanding of topic-related vocabulary during this discussion.

Prior knowledge

- Big machines capture the imagination of many children. Interesting facts in this text about rail transport (both past and present) will encourage prediction about what these machines may be like in the future.

Building the Balanced Reader

Vocabulary

Key vocabulary

distance, distances, fit, part, shape, short, special

Content Words

carriages, diesel, electric, monorails, museums, noisy, shapes, smoke, steam, washrooms

Decoding

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the chapter headings from the contents page to students. Remind them that this feature is not found in story (fiction) books. Encourage students to share what they already know about trains. Discuss the purposes of a glossary and an index.
- Point out that pp. 4–5 provide an overview of the information that students will read about. Discuss the meanings of *carriage* and *engine*. Turn to p. 24 and read their meanings from the glossary. Read the *Did you know?* statement. Explain that there will be a question at the back of the text about this fact.
- Study the photograph on p. 6. Discuss the wooden carriages, the large light on the top and the front catcher that was used to move obstacles off the rails. Talk about smoke polluting the environment. Explain how a steam engine worked, i.e. water was boiled by a fire fed with coal — the force of the steam made the mechanisms in the engine move. Identify the

role of a 'fireman' in this situation. Discuss the information in the *Did you know?* fact box. Explain that engine power is measured in a unit called *horsepower*, i.e. a 30 horsepower (hp) engine has the same pulling power as 30 horses.

- Talk about groups of people meeting because of shared interests. Discuss museums where 'old machines' are preserved so that people can appreciate the past. Point out that museums also contain contemporary items. Read the letter. Discuss the content.
- Discuss the heavy loads pulled by long diesel trains. Turn to the glossary on p. 24 and check the meaning of *diesel*. Make a list of goods that can be carried by these huge machines.
- Study the diagram on p. 20 closely. Talk about why trains stay on rails. Discuss the additional information in the *Did you know?* fact box.
- Observe the shape of monorail trains that run along just one rail. Ask, *Why have monorails been built in some cities?* Encourage students who have ridden on a monorail to talk about their experiences. Discuss the diagram and how the small wheels are positioned on the sides of the rail.

Comprehension

- What are trains sometimes called? (*Literal*)
- What are the differences between electric trains and steam trains? (*Inferential*)
- How have trains changed throughout history? (*Inferential*)

Follow-up activities

- Recall the conventions of letter writing, i.e. address, date, etc. Discuss reasons for writing to the local council, e.g. to express safety concerns at a council playground, to improve road safety or the removal of graffiti. Demonstrate how to write a letter about one of these issues. Remember to include an anticipated outcome. Ask students to write a similar letter to the local council using the same format but about a different issue.

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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