

Big Machines On the Road

PM Levels 18/19

Turquoise

Text Type Information Report / Recount

Running Words 460



Preparing for Guided Reading

Orientation to the text

- Read the title, and discuss the cover and title page photographs. Invite students to explain how a driver would get into the cab. Ask, *What do you think it would be like driving a large truck, especially one pulling a heavy load?*

Prior knowledge

- Trucks, the biggest machines on the road, come in many different shapes and sizes. This text explains many of their special uses.

Building the Balanced Reader

Vocabulary

Key vocabulary

cabin, check, checked, cover, part, parts

Content Words

clamped, concrete, distances, enough, logbooks, machines, prime, pumped, semi-trailers, site, stations, tankers, transporters

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

- Read the contents page. Reinforce topic-related vocabulary as the chapter headings are discussed.
- Ask students to describe what a truck is, i.e. it has a front part with an engine and a cabin, and a back section for carrying loads. Study the photographs. Identify the loads that some trucks carry.
- Read the meaning of *engine* in the glossary. Compare this with what is written in a dictionary. Inform students that truck drivers are sometimes called 'truckers' or 'truckies'. Read and discuss the *Did you know?* statement.
- Discuss the meaning of *semi*. Point out the hyphen in *semi-trailer*. Talk about other words that begin with *semi*. Find the meaning of *prime* in a dictionary and link it to *prime mover*. Look in a dictionary for other words that begin with *prime*.

- Explain that regulations (laws) require all drivers of big trucks to keep logbooks. Inform students why these have to be filled in every day. Point out that a logbook is a diary of a truck driver's work.
- Study the photograph on pp. 14–15. Talk about how the cars would get up onto the trailer. Discuss why the wheels of the cars need to be clamped.
- Discuss the meaning of *building site*. Ask, *What do you think would happen if the bowl on the concrete truck stopped turning?* Read the *Did you know?* statement. Study the photograph. Notice how the concrete coming down the chute can be directed to wherever it needs to go.
- Compare manoeuvring a loaded road train with driving other vehicles. Inform students that long-distance trucks often have a narrow bed behind the driving seat so the driver can stop to sleep in the cabin during long trips.
- Ask, *What is fuel?* Reinforce students' understanding by reading the meaning in the glossary. Talk about the loads carried by tankers, e.g. milk and water. Explain that some tankers carry petrol and gases that can easily catch fire or explode. Inform students that drivers are trained to understand the special care needed when carrying these hazardous substances.

Comprehension

- What are trucks used for? (*Literal*)
- What is different about a concrete truck compared with other trucks? (*Inferential*)
- What are the differences between a tanker and a truck? (*Inferential*)

Follow-up activities

- Discuss the school library's cataloguing systems used for locating non-fiction texts. Help students to find texts about trucks. Ask them to write some interesting facts found in these texts. Invite students to give oral presentations so that the information can be shared.
- Encourage students to use a dictionary to find the meanings of specific words in the text. Ensure that they are familiar with the procedure and that they understand that words in a dictionary are ordered alphabetically. Make an alphabetical list of words relating to trucks, e.g. *cabin, driver, engine, lights, load, trailer*.
- Write a topic dictionary of words about trucks.

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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