

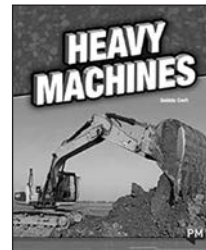
Heavy Machines

PM Level 24

Silver

Text Type Information Report (Informative), Explanation (Informative)

Running Words 1276



Preparing for Guided Reading

Prior knowledge

- Talk about the importance of heavy machinery in land clearing and in the construction of roads and buildings.
- Have students name all the types of heavy machines they have seen in action.

Orientation to the text

- In this book, the reader learns about heavy machines such as graders, bulldozers, cranes and excavators, and the special tasks each is used for.

Building the Balanced Reader

Vocabulary

Key vocabulary

machines, building, powerful, surface, position, backwards, equipment, pegs, material

Content words

bulldozers, graders, cranes, excavators, quarries, blade, minerals, levels, axles, platform, wharves, stable, swivel, joysticks, compacted, foundations

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prior knowledge and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students what type of work they think this particular machine is doing.
- Ask students why they think heavy machines such as bulldozers need to be transported long distances on trucks.
- Have students suggest some of the possible uses for bulldozers. Ask, *What have you seen bulldozers doing in your local area?*
- Ask, *Why would a grader be needed to flatten the surface of a road or block of land?*

- In the *Think and Talk About ...* box on p. 7, we learn that the blade on a grader can be set higher on one side than the other so that the graded area is not completely level. Ask students for their thoughts about why the driver might not want to make an area completely level.
- Ask students what they think cranes would need to be made of to be strong enough to lift heavy loads of building materials.
- Have students suggest situations in which excavators would be needed. Ask, *Why is it helpful that an excavator can move in a full circle in either direction?*
- Have students name all the safety equipment or precautions they can see being taking in the photo on pp. 12–13.
- Ask students why they think it's so important for the ground to be flat before a house is built. Why is it also important for a house to have solid foundations?
- Revise adverbs encountered in the text, and discuss the information they add to it, e.g. *slowly, usually, easily, completely, safely, properly.*

Comprehension

- Why do bulldozers have metal tracks? (*Literal*)
- Why are fixed cranes used on building sites? (*Inferential*)
- Why are new trees planted at mines and quarries? (*Applied Knowledge*)

Follow-up activities

- Have students bring to school any heavy-machine toys they have at home. Provide a tray of sand and use the toys to demonstrate the work techniques discussed in the text.
- Have students choose their favourite machine from the book and imagine they are its driver and operator. Have them write a story about a task that initially seemed too difficult for their machine, and show how they found a way to complete the task with their machine.
- Have students select one of the machines in the book, draw it and add labels to each part of it that they can identify after reading the text.

Heavy Machines

Date _____

PM Level 24

Silver

Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to use prior knowledge and associated vocabulary to gain a deeper understanding of the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can use prior knowledge and associated vocabulary to gain a deeper understanding of the text.
- _____

Guided Reading Notes

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