

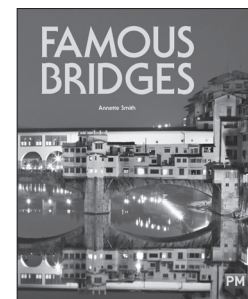
Famous Bridges

PM Level 25

Emerald

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

Running Words 2052



Preparing for Guided Reading

Prior knowledge

- Talk about some of the bridges that students have travelled over, in cars, on foot or on public transport. Have students offer thoughts about the purposes served by these bridges.

Orientation to the text

- This book introduces the reader to the history of bridges and the purposes of their construction, profiling many of the world's most famous bridges.

Building the Balanced Reader

Grammatical conventions

- Highlight the author's use of superlatives in the text, e.g. *highest, oldest, tallest*, to express the greatest degree of different things.
- Have students locate examples of the use of hyphens to create adjectives with very specific purposes, e.g. *three-level, octagonal-shaped, four-lane*.

Vocabulary

Key vocabulary

alongside, aqueducts, architect, atmosphere, cavernous, civilisations, constructions, engineer, feat, fortification, limestone, medieval, panels, piers, quarry, ravines, strengthened, suspended, tanners, vermillion, viaduct, watchtower

Spelling

- Draw students' attention to the use of the suffix *ly*, and how many words with this ending (adverbs) add information to verbs, e.g. *quickly, safely, completely*.

Visual literacy

- Encourage students to look carefully at the map on p. 18. Ask them why the Oresund Bridge and tunnel would be useful to the people of both Denmark and Sweden.
- Have students look at the picture of the Ponte Vecchio on pp. 26–27 and ask if they would feel comfortable living in one of the houses protruding from the sides of the bridge.

Focusing on the book – guided reading

- Talk about the simplest kinds of bridges, made from logs or wood planks. How would they have helped people live their lives in the past?
- Discuss why aqueducts would have been so useful in areas that did not have access to rivers or other water supplies.
- Discuss why the Chapel Bridge in Lucerne is still regarded as the oldest wooden footbridge in Europe, even though it was rebuilt in 1994.
- Talk about the particular skills used to create the Chengyang Wind and Rain Bridge. Do students find it difficult to believe that this bridge was built without any nails or rivets? Discuss how precisely the wood pieces would have had to be cut to lock into each other so well.
- Discuss why the top of the Sydney Harbour Bridge rises and falls with changes in the temperature. Talk briefly about the way metal expands in heat, which causes this to happen.
- Discuss the way the Sheikh Zayed Bridge brings together both striking visual appeal and strength.

Comprehension

- Which bridge has verandahs and towers that look like birds flapping their wings? (*Literal*)
- Why were workshops for butchers and tanners originally built on the sides of Ponte Vecchio? (*Inferential*)
- Why did the Romans build bridges throughout Europe and the United Kingdom? (*Applied Knowledge*)

Follow-up activities

- Have students think of a body of water near their own home and draw a design for a bridge that could cross this water. Have them consider what types of vehicles would travel across the bridge, and include any safety features they can think of.
- Have students choose their favourite style of bridge from the book, and write a short report about its functional strength, or what it is that they find appealing about the way it looks.

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Learning Intentions

- We are learning to understand themes that are explored through information presented in the text.
- We are learning to make predictions about the text and can use prior knowledge to derive greater meaning from the text.
- _____

Success Criteria

- I can identify themes that relate to the information presented in the text.
- I can use prior knowledge and experiences to derive greater meaning from the text.
- _____

Guided Reading Notes

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