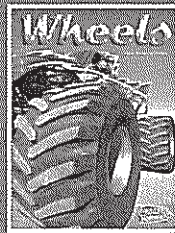


Wheels



Before Reading

Motivation / Purpose

The purpose of this text is to report on the history of wheels and the groups of transport that have wheels. The text links with the key learning area of *Social Studies* and the strand *Our World*.

Text Type

Draw students' attention to the:

- chapter titles
- photographs, illustrations, labels, map
- glossary and index.

Ask, "What type of book is this?" (Report)

Visual Literacy

Describe the wheels on the front cover. What are they made of? Why do they have deep grooves? What type of transport do they belong to?

Compare these wheels with those on the back cover. What type of transport is this? Why are the wheels different from those on the front cover?

Background Knowledge

Ask students to name as many forms of transport with wheels as they can.

Compare the wheels on each form of transport, e.g. In what way are bicycle tyres similar to and different from car tyres?

Phonological Awareness

Make sure students know these phonological patterns:

- soft c:** century (p.7), replaced (p.7), unicycle (p.8), circus (p.8)
- long a:** named (p.11), trains (p.22)
- long e:** believed (p.4), quickly (p.5), unicycle (p.8), steamer (p.9), stories (p.9)
- long i:** lighter (p.5), nineteenth (p.7), tyres (p.7), unicycle (p.8), high (p.9), drive (p.16)

Say three words containing a common sound from the list and one word that does not contain that sound, e.g. century, replaced, circus, quickly. Ask, "Which is the odd one out?" (quickly) Repeat with the other phonological patterns.

Vocabulary

bicycle, chariots, conditions, crush, driver, Ferris, Formula One, Mesopotamia, metal, monster trucks, paddle steamer, passengers, pedals, penny-farthing, rickshaw, spokes, tricycle, tyres, unicycle, wooden

Write three words containing each phonological sound pattern on four charts. Identify the common sound. Have students suggest other words containing the same sound. Underline the letters that make each sound. The students may suggest words with letter patterns other than those listed above. Identify the different ways each sound can be represented.

High Frequency Words

along, because, classified, depending, different, early, fast, forms, four, ground, replaced, rocky, safely, stories, things, uneven, unlike, wider

Write the words on cards. Sort the words into two groups: base words (e.g. early) and words with prefixes or suffixes (e.g. unlike). Ask students to write the base words for those with prefixes and suffixes onto cards. Have them select four or more base words and make new words by adding prefixes and suffixes to their base words. Check if the base word needs to change, e.g. early, earlier, earliest.

During Reading

Vocabulary in Context

Write the words in the vocabulary box on cards. Randomly place the high frequency word cards and vocabulary word cards on the table. Ask students to select and read only the technical/key words that they predict would be in the text.

Recall the meaning of unicycle, bicycle and tricycle. What is the meaning of the prefixes 'uni-', 'bi-' and 'tri-'? What other words do you know that begin with these prefixes? What do the prefixes mean in each word?

Checking for Meaning

Literal:

When and where do people believe the wheel was invented? (p.4)

When and how was the wheel first used for transport? (p.5)

How are forms of transport classified? (p.8)

Give an example of each form of transport. (p.8–p.23)

Inferential:

What does BC stand for?

How have wheels changed over time?

What materials needed to be invented so that wheels could change over time?

Make sure students understand the difference between literal and inferential information.

Response:

What would our lives be like if we still had wooden wheels?

Why do you think people invented new ways to make wheels?

Grammatical Patterns

Make sure students understand the following components of a report:

- Introductory statement defining the topic: *It is believed that the wheel was invented in Mesopotamia in about 3500 BC* (p.4)
- Passages of description relating to various aspects of the topic: transport with one wheel (pp.8–9), transport with two wheels (pp.10–13)
- Paragraphs with topic sentences to organise information: *The Ferris Wheel is one very large wheel.* (p.9) *Today, there are many kinds of bicycles.* (p.12)
- Use of action and relating verbs written in the past tense when describing past events: *They made roads ...* (p.6) *Another early bicycle was the penny-farthing.* (p.11)
- Use of timeless present tense: *The paddle steamer has one wheel.* (p.9)
- Use of general nouns: *place* (p.6), *people* (p.7), *water* (p.9)
- Use of technical language: *axle* (p.4), *Egyptians* (p.5), *unicycle* (p.8), *monster trucks* (p.20)
- Use of nouns and noun groups as the beginning focus of a clause: *The paddle steamer has one wheel.* (p.9) *Bicycles have two wheels.* (p.10)

Fluency / Punctuation Patterns

Pronouns at the beginning of sentences refer back to nouns, noun groups and phrases in previous sentences for cohesion and to link information. *Another early bicycle was the penny-farthing. It had pedals and could go quite fast.* (p.11) Find other examples in the text. Demonstrate reading these sentences as a group to maintain the flow of information.

These punctuation patterns occur in the text:

- Capital letters are used for proper nouns and abbreviations: BC (p.4), *Mesopotamia* (p.4), *George Ferris* (p.9)
- Apostrophes indicate possession: *potters'* – plural (p.4), *car's* – singular (p.18)
- Brackets around words clarify meaning: *a big one (the penny)* (p.11)
- A dash indicates further information is to follow. *The penny-farthing was named after two coins –* (p.11)
- A hyphen links two nouns to create one word: *penny-farthing* (p.11)

Critical Literacy

Read, *It is believed that the wheel was invented in Mesopotamia in about 3500 BC.* Ask, "Do we know exactly where and when the wheel was invented? What words tell us this?"

If people did know where and when the wheel was invented, how would the sentence change? "*The wheel was invented in Mesopotamia in 3500 BC.*"

After Reading

On separate cards, write 3500 BC, 3200 BC, 2000 BC, nineteenth century, 1888. Check students' understanding of BC and when the nineteenth century was.

Ask students to write a fact on each card using information in Chapter 1 to create a timeline of the early history of wheels.

Activities

Students will:

- use technical vocabulary to complete a cloze activity
- add suffixes to base words to fill the gaps in sentences
- find and record words containing a particular sound
- match parts of sentences to make statements of cause and effect, and write glossary definitions.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

