

Move It!



Before Reading

Text Type

Point out and discuss the:

- title
- illustrations.

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

Visual Literacy

Look at the captions for the illustrations and discuss why they are used.

Make sure students make the connection between the text and the labelled diagrams of how objects move.

Background Knowledge

Make sure students know the difference between pushing and pulling.

Discuss the effect that pushing or pulling has on an object. Why do we sometimes push or pull things?

List things students know that are moved by pushing or pulling.

Phonological Awareness

Make sure students know these phonological patterns:

- -ar (p.6): car, far, jar, star, tar
- -ake (p.8): bake, brake, cake, drake, fake, lake, make, quake, rake, sake, shake, snake, stake, take, wake
- -air (p.12): chair, fair, hair, lair, pair, stair

Say three words in one pattern to the students (e.g. car, far, jar). Ask them to identify the part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.

Give the students letter tiles for a phonemic pattern (e.g. -ar) and two initial consonants (e.g. 't' and 'c'). Ask them to use each consonant and the pattern to make words ('tar' and 'car'). Repeat for other words.

Have the students use letter tiles to make the word 'hair'. Then give them another consonant (e.g. 'f') and ask them to take away the 'h' and put in the 'f' to make a new word (i.e. 'fair'). Repeat for other words.

Vocabulary:

air, balloon, caravan, crane, machines, pull, push, skateboard, sled

High Frequency Words

do, fly, girl, how, make, more, things, we

Make a set of cards with one word on each card. (Use the words above and other known words.) Have the students turn over each card, saying the word.

Use four sets of the cards described above. Shuffle and divide the cards evenly between a pair of students to play Snap. The players start with the cards face down in a pile. They take turns to turn over one card and place it on a central pile. If two cards match, the first player to say "Snap" collects the pile of cards. The player who collects all the cards wins.

Motivation / Purpose

The purpose of this text is to explain how the forces of pushing and pulling can move things. This text links with the *Science* theme *Science and Society*.

The *Fast Forward* books in the *Science and Society* theme are: *Move It!* (Level 6); *Bridges* (Level 7); *Cars* (Level 9); *Making Sounds* (Level 10); *Thomas Edison* (Level 12); *Aspirin* (Level 13); *UFOs: Ordinary or Alien?* (Level 15); *Dams* (Level 16); *Beating Disease* (Level 18); *Garbage* (Level 19); *Galileo Galilei and the Beginning of Modern Science* (Level 21).

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- sled (p.6): Use phonological knowledge
- skateboard (p.11): Compound word: use the known parts of the word (skate, board) as clues
- balloon (p.13): Use visual clues from the illustration.

Checking for Meaning

Literal:

Name two things that can be moved with a push. (pp.4-5)

How does a caravan move? (p.6)

Is a stapler a big machine or a little machine? (p.8)

Is a skateboard moved by pushing or pulling? (pp.10-11)

Inferential:

Name another machine that pushes or pulls to move objects.

Do you think people are like machines? Why?

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

Response:

Do you think all things move by pushing or pulling? Explain.

Grammatical Patterns

Make sure the students understand the following components of an explanation:

- Table of contents
- Identifying statement about what is to be explained: *Things can be moved by pushing them.* (p.4)
- Series of events known as the explanation sequence (pp.4-13)
- General nouns: *bulldozer* (p.4), *car* (p.6), *people* (p.9), *foot* (p.10)
- Action verbs: *move* (p.4), *help* (p.8), *pull* (p.9), *make* (p.10)
- Simple present tense: *This bulldozer is pushing over the tree.* (p.4)
- Adverbial phrases: *on the swing* (p.4), *with his foot* (p.10), *in the air* (p.12), *inside the balloons* (p.13)
- Technical language: *pushing* (p.4), *pulling* (p.6), *machine* (p.8), *crane* (p.9), *air* (p.12)
- Glossary and index

Fluency / Punctuation Patterns

Some sentences are simple, i.e. they contain only one idea: *Things can be moved by pushing them.* (p.4) *The car is pulling the caravan.* (p.6)

Some sentences are complex, i.e. they contain a simple sentence and a dependent clause: *People push on it to make it work.* (p.8) Demonstrate how to read these sentences, using / to indicate phrasing; e.g. People push on it / to make it work.

These punctuation patterns occur in the text:

- Capital letters to begin sentences and full stops to end sentences: *Things can be moved by pushing them.* (p.4) *The dogs are pulling the sled.* (p.6)
- Question marks to end questions: *Push or pull?* (p.14)

Critical Literacy

What is this text about? Who would be likely to read this text? Why? What does the author want us to know?

Linking Visual and Written

Discuss how the captions support the information provided by each photograph.

Make sure students understand that *This girl* (p.4) means they have to look at the photograph to see what the girl is doing.

Make sure students understand that the arrows in the photographs indicate the direction of movement.

After Reading

What have we learnt from reading this text?

What are the two words that describe the way objects move?

Make a list of objects that can be moved by pushing or pulling.

Activities

Students will:

- make sentences about facts in the text
- choose correct word meanings
- make words with common phonemic patterns
- write three sentences about how things can be pushed or pulled.

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

