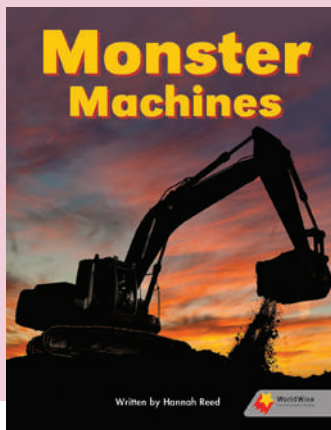


Lesson Plan

**Fluent
reading stage
Levels 21–22**



Monster Machines is a report about the huge machines used in farming, mining, building and transportation.

Informative text types:
Report

Science Curriculum links

Australia

- **DTKU (ACTDEK001)** Identify how people design and produce familiar products to meet personal and local community needs
- **DTKU (ACTDEK004)** Explore the characteristics and properties of materials and components that are used to produce designed solutions

New Zealand

- **NT:** Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function

Key concepts

- Large machines make it easier for people to do difficult work.
- Large machines are used on farms, in mines and for building and transportation.

Content vocabulary

building sites, cattle, coal, concrete, cranes, crops, digging, donkeys, dredgers, drills, dump trucks, farms, freight, goods, harvest, horses, machines, metals, minerals, mines, picks, railway, rice, road trains, rubble, scoops, shovels, steel, tractors, trains, tunnels, wheat, work

Text features

- Chapters with headings and sub-headings
- Text boxes
- Glossary and index

Reading strategy

- Asking questions

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *How big can machines be? Why do we have machines of different sizes?* Have students list their knowledge in section 1 of the Blackline Master (BLM). Invite students to talk about any questions they have about machines. Have them list these on section 2 of the BLM.

Ask: *What do you know about machines that are so big that we call them "monster machines"? What questions do you have about monster machines?* Have students turn and talk about this with a partner and list any further questions on section 2 of the BLM. Discuss as a whole group.

Provide each student with a copy of *Monster Machines*. Say: This book has information about monster machines that are used in farming, mining, building and transportation. Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers ask themselves questions before and during reading because it helps them to understand the text. Think of other questions as you read and look out for answers to these questions in the book.* Have students review their questions on the BLM and add any other questions they have.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What have you learnt about monster trucks? Have any of your questions been answered? Do you have any new questions?* Have students add to the appropriate section of the BLM.

Have students read chapter 1 independently. Say: *As you read, remember to keep your questions in mind and look out for any answers. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What have you learnt about monster machines? How are they used on farms? Why are they important in modern farming?* Discuss as a whole group. Ask: *Have you found answers to any of your questions?* Have the students complete section 3 of the BLM.

Model reading the first paragraph of chapter 2. Model the reading strategy. You might say: *I wonder why miners make two different kinds of mines.* Model writing this question on your own BLM to refer to later.

Have students read chapter 2 independently.

Ask: *What kind of monster machines do miners use? How is modern mining different to mining in the past? How is it the same? What questions has this chapter answered or raised for you?* Have students record their questions in section 4 of the BLM.

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, keep on wondering. Ask yourself questions and look for the answers.*

Bringing it all together

Ask: *What have you learnt about monster machines?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *Why have monster machines been invented? Why are they important? Do you have any unanswered questions?* Have the students add these to section 4 of the BLM. Discuss as a whole group.

Reflecting on the reading strategy

With a partner, have students discuss the importance of being aware of any questions they have while reading. Ask: *What questions did you have before, during and after reading? Which of these did you find answers for? Were there any you didn't find answers for? How did thinking about your own questions help you to understand the book better?* Invite pairs to share their ideas.

Ask: *What kinds of questions were most useful?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students prepare and give a short talk on the monster machine they were most interested in. Say: *Remember to present clear and interesting information. Make sure to use words that describe both what the machine does and what it looks like.*

Vocabulary

Have the students explore words from the book that have multiple meanings, such as *hand, goods, monster, harvest, tunnel, picks, scoop, drills, blow, knock, scoops, correct* and *cranes*.

Have the students turn to pages 4 and 5. Read the first sentence. Ask: *What does the word “hand” mean? What does “doing something by hand” mean?* Repeat with a selection of other words from the list. Have the students say or write the words in sentences to show different meanings or shades of meaning.

Visual literacy

Have students link the text and photographs to help them identify what is shown in each image. For example, on page 4 you could ask: *What is happening in this photograph? Which part of the text tells us this? Why is the photograph in black and white?* Ask: *Are there any photos where you are not sure what is being shown?*

Writing

Have students write an argument about whether monster machines are a good idea or not. Provide the students with a template detailing the structure and elements of an argument.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____



Hint: Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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Say: *Reread information in the book about the monster machines you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the positives and negatives of the monster machines you will write about and what evidence to support your point of view you will include.*

Use the template to remind the students about the structure of an argument. Say: *Follow the template when you write.*

Remember to use words that will persuade your readers, such as “should”, “should not”, “better”, and “worse”.

Blackline Master: Monster machines questions and answers

Name/s: _____

Complete sections 1 and 2 before you read the book. Add to sections 2 and 3 as you read.
Complete section 4 when you have finished reading.

Section 1: What I know about monster machines

Section 2: What I would like to know about monster machines

Section 3: Answers I have found in the book

Section 4: Questions I still have about monster machines

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