

Lesson Plan

**Emergent
reading stage
Level 3**



Making Things Move explains how very big machines are helped to change direction by other smaller, yet very strong, machines.

Running words: 62

Informative text type:
Report

Science Curriculum links

Australia

- **PS (ACSSU005)** The way objects move depends on a variety of factors, including their size and shape
- **CS (ACSSU003)** Objects are made of materials that have observable properties

New Zealand

- **PS:** Simple patterns of physical phenomena
- **MW:** The uses of common materials and their observed properties

Key concept

- Pushing or pulling things can make them move or change direction.

Content vocabulary

engine, plane, pull, push, ship, tractor, train, tugboat

Text features

- Picture summary
- Photographs

Reading strategy

- Using initial letters to solve unknown words

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you know any very big machines? How do they move? What happens when a very big machine needs to start moving? How does it do it? How can huge machines change direction?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Making Things Move*. Say: *This book is called Making Things Move. It is about some machines that are used to get huge things moving or to help huge things to change direction.*

Have students turn to pages 2 and 3. Ask: *Do you know what this machine is?* If needed, tell the students that it is called a tractor. Ask: *What do you think this tractor will be able to move? Will it push or pull to get things moving?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about moving things?* Have students talk to a partner and 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 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 use what they know about the sounds letters make to help them work out new words. They look at the first letter in the word and think about a sound this letter might make. Then they think of a word that starts with that sound that would make sense.* Have students turn to pages 2 and 3. Ask: *Are there any words you don't know? Look at the first letter. What would make sense here? Would that word start with ... (say sound of letter)?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use the initial letter in a word to help them solve unknown words. For example, on pages 8 and 9, at the point of difficulty, you could ask: *What can you see that would help? What is the first letter of the word "engine"? What sound does "e" often make? Can you think of a word that starts with /e/ that would make sense?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What does the tractor push? What does the engine pull? (Literal)

Why does the plane need the tractor to push it? Why does the big ship need tugboats? Why doesn't it need them when it is at sea? (Inferential)

Have you ever seen one machine moving another? What happened? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you were looking at the first letter of words to help you work out what a word said. That's what good readers do.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner as they turn through the book. Say: *As you look at each page, I want you to wonder about something. For example, you might wonder how often a tugboat had to be used to move a big ship. Tell your partner what you are wondering about and what you think the answer might be. Wondering about what you read helps you to think about what you are learning from a book and what you would still like to find out.*

Vocabulary

Write the words *push* and *pull* on the board. Ask: *What does “push” mean? What does “pull” mean?*

Ask: *What things can you push/pull? What happens when you push/pull that thing?* Add students' ideas to a chart. For example:

Thing	Push or pull?	Result
door	push	It opens.
door	pull	It shuts.

Phonological awareness

Say: *I am going to read page 4. As I read, I want you to listen for any words that start with /p/. Read the text several times, exaggerating the /p/ sounds. Ask: Which words start with /p/?* Ensure that the students understand that /p/ is made by pushing air through pursed lips and is not voiced.

Have the students suggest other words that start with /p/.

Phonics

Write the words *The* and *the* on a chart. Say: *Both of these words say “the”. Point to the capitalised word. Say: This is the word “the” with a capital letter. Point to the word the with a lowercase “t”. Say: This is the word “the” with a lowercase “t”. Have the students locate the word the in the book Making Things Move and make a circle around the word with their finger. Ask: Does your word have a capital “t” or a lowercase “t”? Say: The word “the” always has the sounds /t/ /h/ /e/.*

Writing

Modelled writing

Say: *I am going to write about how wheels make things easier to push. For example: “Wheels make it easier to push things. When I go to the supermarket, I put my shopping in a trolley. The trolley has wheels. This makes it easier to push.”*

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *Because this is an informative text, I want to tell my reader straight away what it is about. So, I write “Wheels make it easier to push things.” Then I want people to understand an example of when this is true.*

Independent writing

Ask students to talk to a partner about times when things need to be pushed or pulled. Ask: *What needed to be moved? Was it pushed or pulled? What did the pushing or pulling?* (Some everyday ideas for students to consider include lawnmowers, strollers, skateboards and scooters.) Have each student choose what they will write about.

Say: *Draw a diagram or a picture showing what is being moved and whether it is being pulled or pushed. You might like to add an arrow to show which way the thing is moving. Then write about the thing you have drawn.*

If students need extra support, provide a sentence starter. For example: *This _____ can _____ (pull/push) this big _____.*

Sharing and presenting

Have students take turns talking about their diagrams or pictures and their writing. As students share, create a list of the things they have written about under the headings “Push” and “Pull”.

Say: *We have read about, talked about and written about pushing and pulling things. Ask: What happens when you push or pull something? What is the difference between a push and a pull? How is pushing and pulling useful? Discuss and draw out that pushing and pulling makes things move. Pushing things moves them away from you. Pulling things moves them towards you.*

Blackline Master: Push or Pull?

Name: _____

Finish each sentence.



The tractor can _____ the big plane.



The engine can _____ the big train.



The tugboat can _____ the big ship.

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