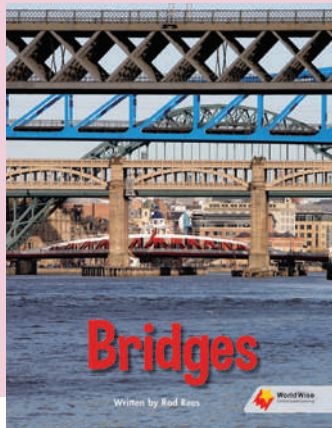


Lesson Plan

**Fluent
reading stage
Levels 23–24**



Bridges is a report about how bridges are made, and the properties of the materials used to make them. It also discusses some very famous bridges.

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

- Bridges can be made from a variety of materials, and can be different lengths, heights and sizes.
- Some bridges are so impressive that they are famous around the world.

Content vocabulary

bamboo, bridge, footbridges, gorges, harbours, iron, materials, rope, steel, stone, suspension bridge, valleys, waterways, wood

Text features

- Chapters with headings and sub-headings
- Captioned photographs, text boxes
- Glossary and index

Reading strategy

- Using a range of vocabulary-solving strategies (context, glossary, base words/affixes)

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What different types of bridges do you know of?* Invite students to draw two different types of bridges and then share these with a partner.

Ask: *What do you know about bridges? What are they made of? Why do we need them?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Bridges*. Say: *This book reports on different types of bridges, including some very famous ones.* 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

Ask: *When you are not sure what a word says or means, what can you do?* Have students talk about their ideas with a partner, and then discuss with the group.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What would you like to find out about bridges?*

Have students read chapter 1 independently. Say: *As you read, remember to use different strategies to solve unknown words.* For example, use the glossary, look for a base word in the word and think about what makes sense in the sentence.

Second reading session

Building understanding

Ask: *What did you find out about simple bridges?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What are the positives and negatives about wooden bridges? How did using stone improve bridges? What are the benefits of iron and steel bridges?*

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, make sure to read the captions that relate to the photos. This will give you more information about each bridge.*

Bringing it all together

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

Ask: *How have bridges changed over time? Why did these changes happen?* Discuss as a whole group.

Students could complete the Blackline Master about categorising a range of bridges.

Reflecting on the reading strategy

With a partner, have students talk about the different strategies they use to help them work out what an unfamiliar word says and means. Ask: *What things can you do when you come across a word that you're not sure about? How can you check that you read the word correctly?* Invite pairs to share their ideas.

Ask: *Why is it important to know a range of vocabulary-solving strategies?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Students could sit in a small group and take turns to talk about their completed Blackline Masters. Have each student talk about how they grouped the bridges by explaining what the bridges in each group have in common.

Alternatively, students could choose a bridge from the book and give clues about it to a partner, who then tries to find which bridge it is.

Vocabulary

Draw two bridges on a chart, making one bridge distinctly longer than the other. Ask: *Which bridge is longer?* Label this picture with the word *longer*. Say: *The word “longer” is a word that we can use to compare two things, like these two bridges. These types of words are called comparing adjectives.*

Have students work with a partner to find other comparing adjectives in the book (such as *bigger* and *stronger*). Invite pairs to share their lists and create a group list.

Ask: *What other words could we add to this list?* Record these words on the list.

Visual literacy

Have students revisit chapter 3 and talk with a partner about the different designs of the bridges. Students could then design their own incredible bridge. Say: *Think about what your bridge will be made out of, what it will cross over, what traffic it will carry and what it will look like.*

Have students draw their bridge and include simple labels to give extra information. Students could display their drawings in the classroom.

Writing

Have students write a report about a famous bridge. Provide the students with a template detailing the structure and elements of a report.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Download the template at

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Say: *Reread information in the book about the famous bridge 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 bridge you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to introduce the bridge, then include a range of information about it such as where it is, what it looks like, what it is made from, what sort of traffic crosses it and why it is famous.*

Blackline Master: All sorts of bridges

Name/s: _____

Cut out these bridges and sort them into groups. Stick them onto a piece of paper. Label each group.



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