



# Level 3 Book h

## Trucks and Other Big Machines



Written by Greg Banks

Level	3
Word Count	79
Text Type	Information report
High Frequency Word/s Introduced	



At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile  
Goes Shoe Shopping

Trucks and Other  
Big Machines

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



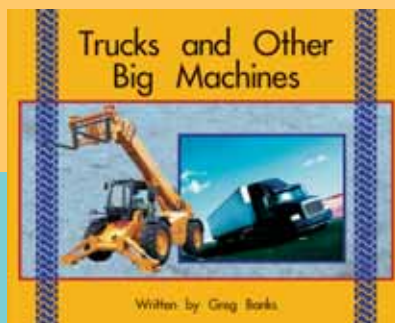
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Invite the children to look at the cover and the title page. Ask what they think this book is about. Invite them to discuss any big trucks that they know.



Invite the children to respond to the book. Have them share the new things that they learned.



Invite the children to share how their reading went. What things did they find easy? Were there any difficulties that they could not sort out?

AFTER READING

Invite the children to look carefully at this photo. What is the name of the truck? Have them name the parts of the truck that they know.



Invite the children to talk about fire engines in more depth. Ask them about the people that work on fire engines. What do they do? Ask them to share their own experiences of seeing a fire engine. How did they feel when they heard the siren?

Continue the discussion of trucks. Invite the children to name this truck. How many cars can they see?



Continue the discussion of car trailers. Why is there a need for them? Why don't people drive the cars from one place to another? Who might own a truck like this?

Ask the children to look closely at the features of this car trailer and say what other things a truck like this could carry.



Ask the children to look closely at this photo. Have them name the machine. Ask them what features they can see.



If the children say that this is a grader, ask them what *grader* would start with. Point to *bulldozer* and ask them to make another prediction based on the initial letter.



Continue the discussion of bulldozers. Where would you go to see a bulldozer working? What sort of work do they do? What is the bucket on the front used for? Why do they have chimneys? Who drives a bulldozer?



Do the children know the name of this truck? Invite them to talk about what they can see in the photo that tells them this is a concrete mixer.



Continue the discussion on concrete mixers. Do the children know what concrete is? What things are made of concrete? Why does the barrel turn around?



BEFORE READING 10/11

Invite the children to talk about this photo. What can they say about the wheels? What is the name of this machine?



This is a tractor.  
What can you see?

Invite the children to talk more about tractors. Do they know who would own a tractor? What would that person use the tractor for? Do any children live on farms? Do they have tractors?

AFTER READING

BEFORE READING 12/13

Some children may need help with the name of this machine. They may be able to guess it if you point to the prongs that are like a fork and tell them that it can lift things.



This is a fork lift.  
Look at it.  
What can you see?

Investigate fork lifts with the children. Find out where they are mostly used and who mostly uses them. Where would children go to see a fork lift?

AFTER READING

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Going to the Moon

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Trucks and Other Big Machines

Continue the discussion of big trucks. Do the children know the name of this truck? What in the photo tells them it is a dump truck?



Talk more with the children about dump trucks. Why do people need dump trucks? What goods are transported in dump trucks?

Ask the children to read the glossary. This will help firm up the names of any unfamiliar machines before they read the book independently.

Ask the children to return to the beginning of the book and read it independently. Remind them to look carefully at the words as they read because the sentence pattern in the book is not the same on each page.



Ask the children what they have learned about big trucks from this book. What other kinds of books would have information about big trucks?

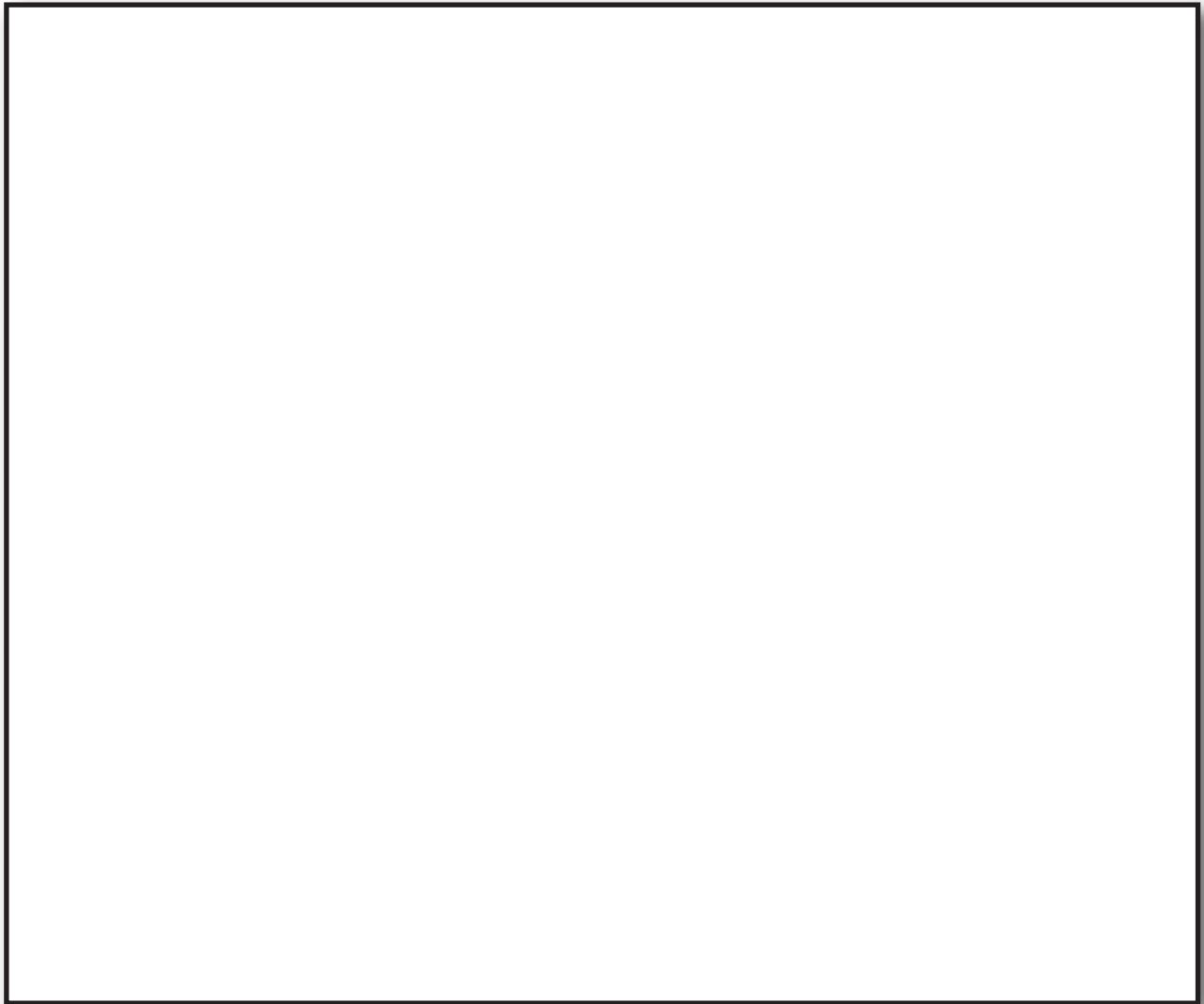
Have the children look at the pictures in the glossary again. Ask them what other big trucks and machines could have been included in this book.

### 3 h Trucks and Other Big Machines

Name \_\_\_\_\_

Draw your favourite truck.

Fill in the words to complete the sentence.



Look at \_ \_.

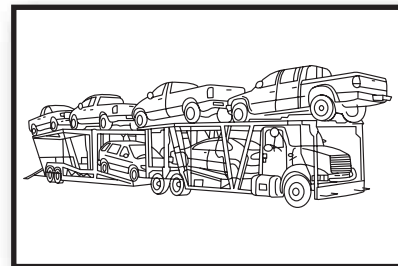
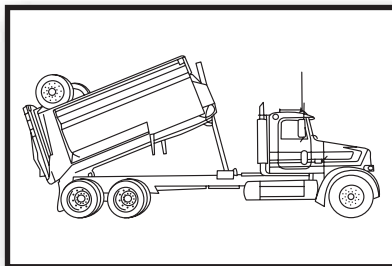
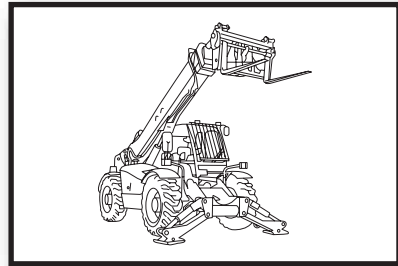
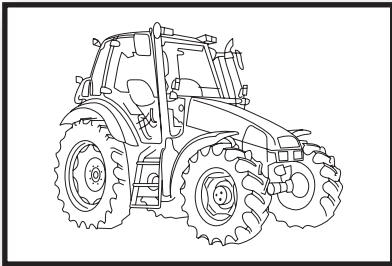
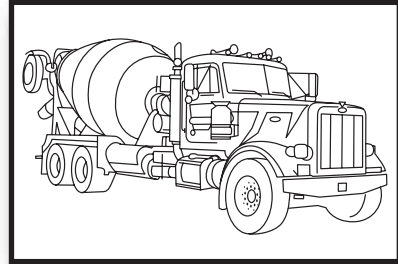
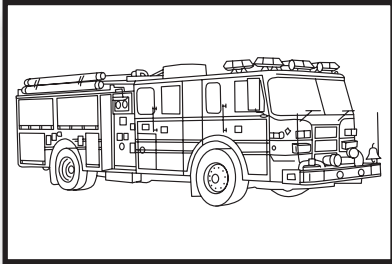
What \_ \_ \_ \_ \_ see?

# 3 h Trucks and Other Big Machines

Name \_\_\_\_\_

Cut out the words. Read them.

Paste them under the correct picture.



fire engine

concrete mixer

tractor

fork lift

dump truck

car trailer