

Teacher Edition



alphakids

# Mighty Machines

Written by  
Hannah Reed

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## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is repetitive and uses the sentence form: 'This machine is used to ... It can ...'
- A pictorial index is provided.

## Vocabulary

break, carry, drill, fight, heavy, lift, machines, mighty, move, work

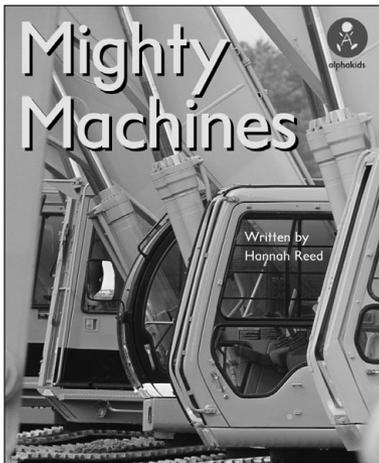
## Setting the context

What do you think a mighty machine is?  
What type of machines might be mighty machines?

List the children's suggestions on a chart under the headings: 'Machine' and 'What work it does'

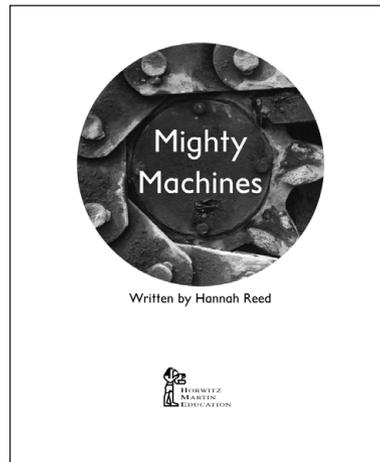
## Introducing the book

This is a book about very large machines and the work they do.



### Front cover

This book is called *Mighty Machines*.  
Have you seen a machine like this before?  
Tell me about it.



### Title page

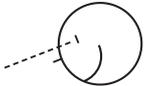
Draw the children's attention to the photograph.  
This picture shows part of a machine. What could it be?



## **Talkthrough**

*These pages show some different kinds of machines. What are the machines doing?*

*How are the machines helping the people?*



## **Observe and support**

*Can the children understand the literal meaning of the text?*

*Are there different types of machines?*

*What do people use machines for?*

*What type of things can machines do?*

There are many kinds of machines.  
People use machines to do work.

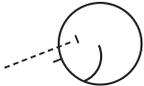




## **Talkthrough**

*Here is a machine that carries logs. What is it called?*

*How could these logs be moved if there were no trucks?*



## **Observe and support**

*Do the children search for a range of information on the page to support their reading?*

*I noticed that you looked at the picture before you read this page. What were you looking for? How did it help?*

*I liked the way you used the picture to help with the word 'logs'. What else could you have checked to help work out this word?*

This machine is used to carry things.

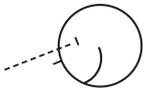
It can carry logs.





## **Talkthrough**

*Here is a machine that moves rocks and dirt. Have you ever seen a machine like this? What was it doing?*



## **Observe and support**

Can the children make inferences from the text and photographs?

*Is this machine important to people? Why?*

*How would people do this work if this machine hadn't been invented?*

This machine is used to move things.

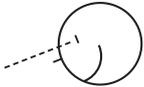
It can move rocks and dirt.





## **Talkthrough**

*What are these machines doing? What are they breaking up?  
Do you know of any other, similar machines?*



## **Observe and support**

Do the children use a range of strategies to work out new vocabulary?

*How did you work out the word 'concrete'? What else could have helped you with this word?*

If a child is having difficulty, you might ask:

*What is the machine doing in the picture? What letter does the word start with? What sound might this letter make? Can you see a smaller word that you know in the word concrete?*

This machine is used to break things.

It can break concrete.

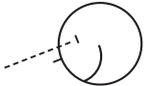




## **Talkthrough**

*What do you think this machine is used for?*

*Who is in the machine? How would you feel if you were the firefighter?*



## **Observe and support**

*Do the children read the text clearly so that it is easy to understand?*

*Well done. I could easily understand the information you read on that page.*

This machine  
is used to fight fires.

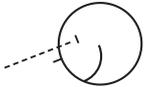
It can lift  
the firefighter.





### **Talkthrough**

*This machine is drilling a hole in the ocean floor. What do you think it is drilling for?*



### **Observe and support**

Can the children use phonic understanding to work out new words, such as ‘drill’?

This machine  
is used to drill.

It can drill for oil.



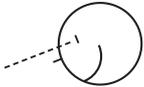
12

13



## **Talkthrough**

*This machine can lift heavy things. What is it lifting?  
Do you know what these machines are called?*



## **Observe and support**

*Can the children use the text and photographs to understand the literal meaning of the text?  
What does this machine do? How did you know that? Is there anything else on the page that could have told you that? What does the machine lift?*

This machine  
is used to lift things.

It can lift heavy boxes.





## Talkthrough

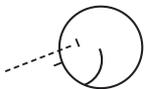
What is an index for? What do the numbers mean?

On what page can you find information about machines that break things?

What information is found on page 4?

Why are there two page numbers next to 'machines that lift things'?

Index		
	machines that break things	8
	machines that carry things	4
	machines that drill things	12
 	machines that lift things	10, 14
	machines that move things	6
16		



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*Which machines can move things?*

*Which machines can lift things?*

*What else can some of the machines do?*

*How would people get their work done without these machines?*

## Being a code breaker

Explore the following language features:

- High-frequency words: are, can, do, for, is, it, of, there, this, to.
- Words that rhyme with 'can': ban, fan, ran, van, tan.
- Hearing sounds: The children could be asked to raise a finger each time they hear the sound /sh/ as the text is read to them.

## Being a text user

Refer to the text when discussing these questions:

*When do you use an index?*

*How do you use an index?*

*What sorts of books have an index?*

## Being a text critic

*What did the author need to know to write this book?*

*Which machines has she included?*

*Which machines has she left out?*

*Would you like to have seen any other machines included? If so, which ones?*

## Responding to text



Encourage the children to use construction materials such as Lego to build a machine. When they have finished, they could talk about their machines to the rest of the group, explaining what work their machine does.



The children may like to make their own mighty machines encyclopedia. This could be modeled on the sentence forms used in the book: 'This machine is used to ... It can ...'



Make a list of all the verbs or doing words in the book (carry, move, break, lift, drill). Ask the children to add to the list.

## Writing

Write out the sentence stems from the book onto a chart: 'This machine is used to ... It can ...' Choose a page from the book and cover the text with paper. Invite the children to finish the sentences. Discuss their spelling strategies.

*I like the way you represented two syllables in the word 'carry'. You have an 'e' at the end of the word 'carry'. Do you know another letter that sometimes makes the /e/ sound?*

## Assessment

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Can the children:

- use an index to find out about machines that drill things?
- explain why people use machines?



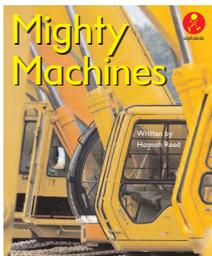
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Machines

**Curriculum link:** Science/Technology

**Text type:** Report

**Reading level:** 6

**Word count:** 82

**High-frequency words:** are, can, do, for, is, it, of, there, this, to

**Vocabulary:** break, carry, drill, fight, heavy, lift, machines, mighty, move, work

### Possible literary focus

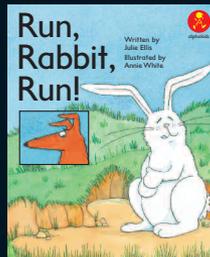
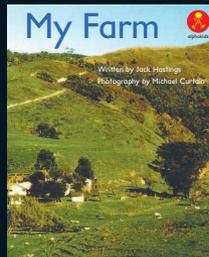
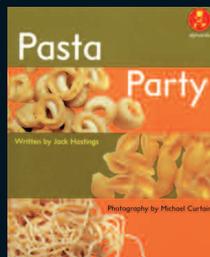
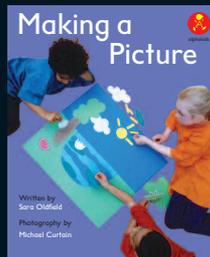
Understanding literal information.

Using an index to locate specific information.

### Summary

This book focuses on a range of very large machines and the work they do.

## Other books at this level



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