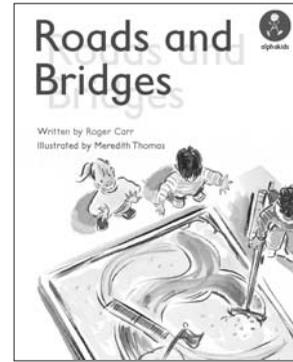


Roads and Bridges

Written by Roger Carr

Illustrated by Meredith Thomas



Getting ready for reading

Discuss: *What would it be like to be in a wheelchair? What things would be easy to do? What things would be hard?*

Talking through the book

You could introduce the book by saying: *This book is about three children – Abbie, Jake and Rob – who are playing in a sandpit.* Turn through the book discussing the events as they unfold in the pictures.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Where were the children playing?

How did they make Rob's wheelchair into a bulldozer?

Why did they decide to make Rob's wheelchair into a bulldozer?

Being a code breaker

Vocabulary

- High-frequency words: *and, were, was, a, with, on, it, going, the, very, I'm, to, my, said, can, there, in, make, then, over, your, his, this, just, like, as, he, asked, long, was, but, good*
- Word families: *flag – bag, nag, rag, sag, tag, wag, stag*
blade – fade, grade, made, wade, trade, spade
truck – buck, chuck, duck, luck, muck, suck, stuck, struck, tuck
sand – and, band, land, grand

Sounds and letters

- Hearing sounds: /b/ – *bridge, building, bulldozer, broom, blade, brmm*

TEXT FEATURES

- **This book is a narrative. It tells the story of three children, one of whom is in a wheelchair, who are playing in a sandpit and of how they work together.**
- **Text supported by colour illustrations.**
- **Some of the story is carried in the illustrations.**
- **Amount of text varies on each page.**
- **Line breaks support phrasing.**

Writing conventions

- Punctuation: capital letters, full stops, quotation marks, exclamation marks, commas, dashes
- Compound words: *bulldozer, wheelchair, sandpit*

Being a text user

Discuss:

What type of text is this – fictional or factual?

Can you learn anything from this book? What can you learn?

Being a text critic

Discuss:

Can all children in wheelchairs play with other children?

Could this story happen in real life?

Literacy learning centres

Writing centre

Working as a cooperative group, children draw and label a map of the finished sandpit, based on the information in the book. Provide large sheets of paper, and coloured pens and markers.

ABC Alphabet centre

Using *Roads and Bridges*, and other familiar books, children can find and illustrate words that begin with a /b/ or /br/ sound. These could be attached to a cut-out cardboard bridge and displayed in the classroom.

Word centre

Make two sets of cards using the high-frequency words from the text for children to play Snap or other matching games.



Keeping track

Video recordings of children's oral reading can provide useful records of development. By comparing a child's performance over time, their progress can be observed.