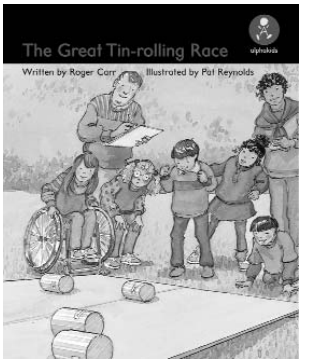
The Great Tin-rolling Race

Written by Roger Carr
Illustrated by Pat Reynolds

Level 21



Getting ready for reading

You might like to set up a tin-rolling race by filling one tin with water and another with playdough and placing them on a short ramp. Ask the students to predict which tin will roll the fastest down the ramp.

Have a tin-rolling race. Note: if tins are too difficult to obtain, use toy trucks and load different materials in their trays. A ramp can be made by placing blocks under one end of a small board.

Talking through the book

Give each student a copy of the book. Ask them to predict what will happen in the book. Have students read to the end of page 4. Ask: *Have things in this book happened the way you thought they would? How are they different? What do you think will happen next? Why do you think this?* Have the students read to the end of page 7. *What has happened? What do you think will happen next? What do you think might be in Jo's tin?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.
What did Jo have in her tin?
Which things make tins roll quickly?
Which things make them roll slowly?
Why does honey make a tin roll slowly?
What other things might make a tin roll slowly?

TEXT FEATURES

- **This book is a narrative about a group of students who set out to investigate how the contents of a tin can affects how quickly or slowly it rolls down a ramp.**
- **The text shows how variables are controlled in a science investigation.**
- **Colour illustrations support and extend the story.**
- **Direct speech is used throughout.**

Being a code breaker

Students could investigate comparative language: *fast*, *faster*, *fastest*, *slow*, *slower*, *slowest*.

Being a text user

Discuss:
What can you learn from this book?
Does it help you understand why some things are hard to move when you push them?
Does it help you understand why some things are hard to stop when they are moving?

Being a text critic

Discuss:
Is it true that honey would make a tin roll very slowly?
How can this be checked?
Do students at your school get to conduct experiments like this?

Literacy learning centres – follow-up activities

TEXT CENTRE

Students can retell the story using sequence circles (see Blackline Master 7, page 118).

WRITING CENTRE

Students could write instructions that explain how to set up a tin-rolling race.

INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to investigate how different materials make tin cans roll faster or slower down a ramp.

To support the effective development of science investigation skills, it is useful to encourage the students to control the variables they use in their investigation, for example, using the same slope, using the same size and type of can or bottle, and varying the material inside the can or bottle.

WORD CENTRE

Students can make lists of comparative words.

slow, slower, slowest
fast, faster, fastest
good, better, best
hard, harder, hardest

Keeping track

Observe how students predict what will happen next based on what they have read so far. This provides insight into their ability to integrate the various cues in a book.