



Teacher Edition

AlphaWorld

Wheels

Written by Keith Pigdon



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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 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. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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.

Setting the context

Ask: *Why do we need wheels?*

How do wheels help us?

What are different ways that wheels work?

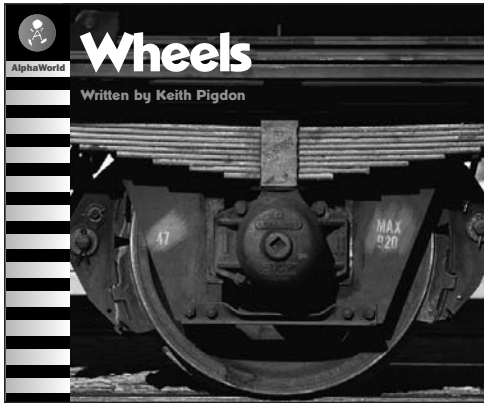
Background information

Wheels can turn. By rolling, they decrease the level of friction when in contact with an object and reduce the effort needed to move the object.

Introducing the book

This book is about lots of different sorts of wheels. These wheels help us to do things that would be very hard to do without the wheels. Wheels can help us to push and

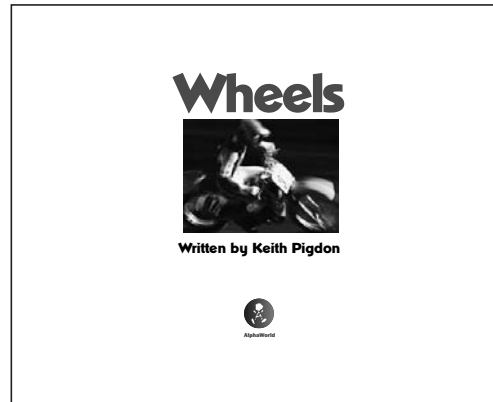
pull things, cut things, measure things and move things.



Front cover

What is this wheel part of? Does a train have more than one wheel?

Point out the title.



Title page

Can you read the title of the book? What is the other writing on the title page telling us?



Talkthrough

This is a table of contents. It tells us which chapters are in the book and what page they start on.

The first chapter in this book is the introduction. What page is it on? Then there are chapters on pushing, pulling, cutting, measuring and moving. Can you see a wheel used for pulling? Can you see a wheel used for measuring?

Contents

Introduction 4

Pushing 6

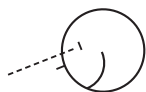
Pulling 8

Cutting 10

Measuring 12

Moving 14

Conclusion 16



Observe and support

Can the child locate a chapter in the contents page?

Can you tell me which page the chapter called 'Cutting' starts on? What starts on page 8?

Wheels

Introduction

Many things have wheels.

Wheels help people to do many things.



in-line skates



pizza cutter



trundle wheel



bicycle



Talkthrough

What do the wheels shown here do? What do people use them for? The book tells us that many things have wheels and that wheels help people to do many things.



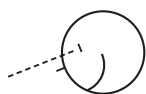
train



wheelbarrow



cars



Observe and support

Does the child understand the purpose of an introduction?
Why is this chapter called 'Introduction'? What does it do?

Pushing

Some things that are pushed have wheels.

Wheels make these things
easier to move.



toy truck



wheelbarrow



Talkthrough

Point out the chapter heading. Read it together.
*These things are all pushed. They have wheels to make
it easier to push them.*

Discuss each picture.

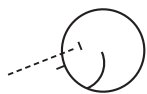


trishaw



baby buggy

7



Observe and support

Does the child understand the literal meaning of the text?
Why do things that get pushed have wheels?

Wheels

Pulling

Some things that are pulled have wheels.

Wheels make these things easier to move.



fishing rod



pulley



Talkthrough

This is a chapter about wheels that are used to help with pulling. How does the wheel on the fishing rod help?

Talk about the other pictures.



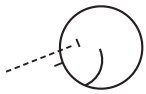
plough



tractor



train



Observe and support

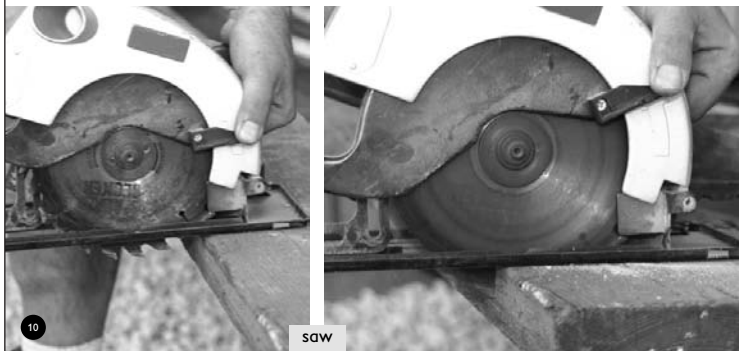
Does the child gather information from the pictures?
Which things use wheels to help with pulling? Why do the wheels help?

Wheels

Cutting

Some things that cut have wheels.

Wheels make it easier to cut things.



Talkthrough

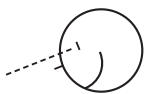
This chapter is about wheels used for cutting. What are these wheels cutting? What are the wheels like? How are they different from wheels used for pulling and pushing?



pizza cutter



grinder



Observe and support

Does the child read the text fluently?

Model reading the text fluently. Have the child read it with you.

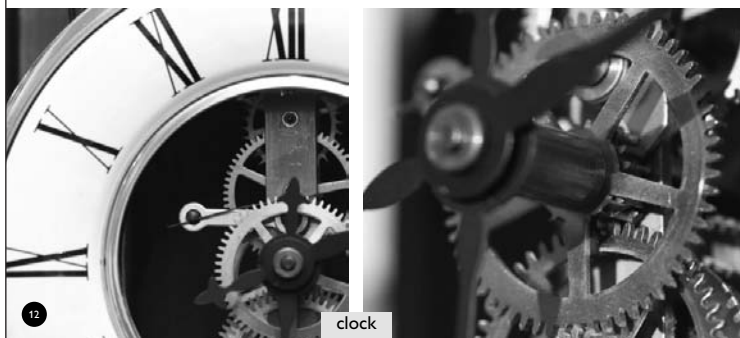
Can you make it sound like me? Can you read it by yourself so that it sounds like talking?

Wheels

Measuring

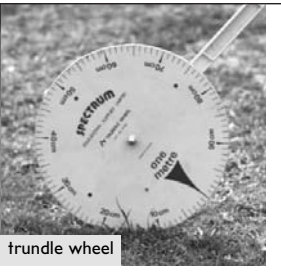
Some things that measure have wheels.

Wheels make it easier to measure things.

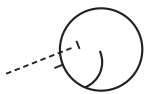


Talkthrough

These wheels are used for measuring things. What do they measure? How do they make measuring easier?



trundle wheel



Observe and support

Does the child infer meaning from the text?
Why do the wheels in the clock have teeth?
Why does the trundle wheel have numbers on it?

Wheels

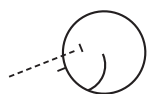
Moving

Some things are moved by wheels.
The wheels on this boat
move it through the water.



Talkthrough

*Where is the wheel on this boat? What is it doing?
This boat is called a paddle steamer because the wheel
paddles the boat along.*



Observe and support

Can the child interpret the text using their own experiences?

*Have you seen another wheel like this? Where was it?
What did it do?*

Wheels



Talkthrough

This is the conclusion. It tells us that wheels are everywhere. It says that wheels make it easier for people to do things.

Conclusion


Wheels are everywhere.
Wheels make it easier
for people to do things.





Comprehension check

*What types of wheels are there?
What are wheels used for?
Why do people need wheels?*

Responding to text

 Provide a range of objects that have wheels for the children to examine. For example, can opener, egg beaters, toy car, pizza cutters. Have each child choose an object and draw it as realistically as possible. Children then label their drawing showing where the wheels are. Captions explaining what the wheel does could also be added.

 Children could take digital photographs of everyday objects that have wheels. These could be put into a slide show with sentences explaining what the wheels do.

 Children could find verbs ending in 'ed' and 'ing'. Identify the root word. List other verbs that 'ed' and 'ing' can be joined to.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- interpret the text using examples from their own experience?
- read the text fluently?
- search the page for a range of information to support their reading?

Wheels

Topic: Things we do and make

Curriculum link: Physical Phenomena;
Technology – materials, systems

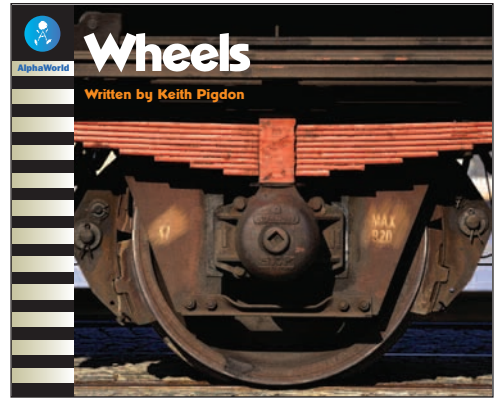
Text type: Report

Reading level: 8

Word count: 93

High-frequency words: many, things, have, are, make, to, do, some, that, it, by, the, on, this, for

Vocabulary: wheels, people, pushed, easier, move, pulled, cut, measure, moved, boat, through, water, everywhere



Possible literacy focus

Understanding how general statements are used as the main sentence form in writing reports.

Using a contents page.

Summary

This book highlights some of the functions that wheels have in our everyday technology. The text stresses how we use wheels to make it easier to perform many functions that would be extremely difficult without this invention.

AlphaWorld



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