

Getting Around

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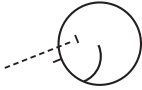
How to use this book

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 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. Interruptions to the child's reading should be minimal and focused on a specified learning need.

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 12 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

- Compare and contrast report that explores how transport has changed over time
- Colour photographs show examples of past and present transport
- Captions provide extra information

Vocabulary

contents, introduction, machines, metal, comfortable, bone-shakers, rubber tyres, springs, gears, diesel, electric, air conditioning, radios, biplane, modern

Setting the context

Brainstorm different methods of getting around. Focus on one method e.g., trains. Ask: *What are trains like? How fast do they go? What do they use to get power? (electricity or diesel) What were the first trains like?*

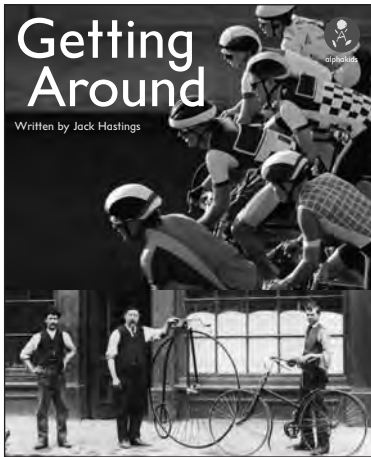
Record children's ideas on a chart.

Background information

Transport has changed dramatically over time. People used to walk or ride a horse to get around, whereas these days we use machines which are more comfortable, move faster and can go much further.

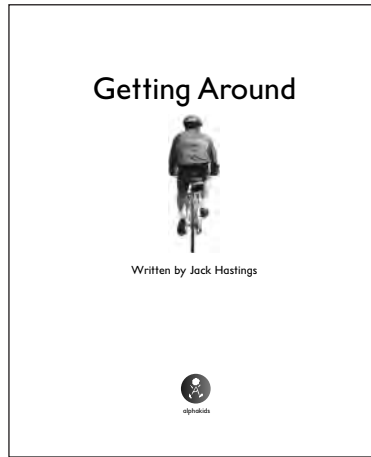
Introducing the book

This book is called 'Getting Around'. It compares what bikes, cars, trains and planes used to be like with how they are now. Each section shows photographs of how they looked then and how they look now.



Front cover

What do you notice about the photographs on the front cover? What is the same and what is different about these bikes?



Title page

*This is the title page.
What is the author's name?
How does the photograph add to our knowledge about the book?*

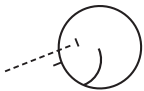


Talkthrough

This is the introduction. It sets the scene for the book.

Give children time to read the introduction and closely examine the photographs.

What do you expect to find out about in this book? Which photographs show the machines that we use today and which ones show machines that would have been used years ago?



Observe and support

Can the child make inferences from the text?

Can you name the machines that help us to get around?

Introduction

People need to travel from place to place.

They have invented machines to help them get around.



2



3



Talkthrough

Look at pages 4–5.

This section is about bicycles. The first bicycles were made of wood and had metal tyres.

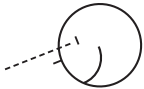
Highlight the caption on the photograph on page 4.

Why do you think that the bike was called a bone-shaker?

Can you name the three things that make today's bicycles more comfortable?

Turn the page.

Compare these photographs. In what ways is the early motorbike the same as motorbikes of today? In what ways is it different?



Observe and support

Does the child scan the text for key words?

Can you find the word 'springs'? What helped you to locate this word in the text?

Bicycles

The first bicycles were made of wood and they had wheels made of metal. They were not very comfortable to ride on the old, stone roads.



Bicycles now have rubber tyres and they have springs too. They also have gears. This makes them easier and more comfortable to ride.



Motorbikes

This is one of the first motorbikes. It could go much faster than a bicycle. It was easier to go a long way because the motorbike had a motor.



Motorbikes now can go very fast. There are many different kinds of motorbikes.





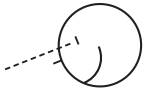
Talkthrough

Read the text on pages 8 and 9. Highlight the language that informs us that the author is comparing earlier modes of transport with modern transport. ('The **first** trains...'/ 'Trains **now** are...')

Can you find the words that tell us the author is writing about an old train compared to a new train?

Turn to pages 10–11.

What are the changes that have taken place in the development of cars? Which car would you prefer to travel in and why?



Observe and support

Does the child use various sources of information to work out a difficult word, such as 'diesel'?

I like the way that you looked at the photographs and re-read the text to work out the word 'diesel'.

Trains

The first trains were steam trains.
Trains could go long way but
they were slow.



Trains now are diesel trains
or electric trains.
They can go a long way more quickly.



Cars

The first cars helped people to go a
long way. They didn't have heating.
They were not comfortable.



Cars now can go a long way much faster.
They have heaters, air conditioning
and radio. They are comfortable.





Talkthrough

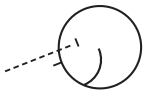
Look at the captions on pages 12 and 13. Discuss how captions provide extra information.

Highlight the features related to comfort and speed of planes that have changed.

Which plane do you think would be the most comfortable to travel in? Why?

Turn to pages 14–15.

The conclusion sums up the book. Which pictures show how we might get around in the future? Why are there some illustrations and some photographs on this page?



Observe and support

Does the child use the extra information that is provided in the illustrations and photographs?

What extra information do these illustrations and photographs provide? Can you name the different kinds of transport shown on this page?

Planes

The first planes went fast, but they were small and they were not comfortable. They could only carry one or two people. They had to stop often.

A plane with two sets of wings was called a bi-plane.



12

Planes now can carry hundreds of people. They can fly fast for a very long way without stopping. They are very comfortable to travel in.



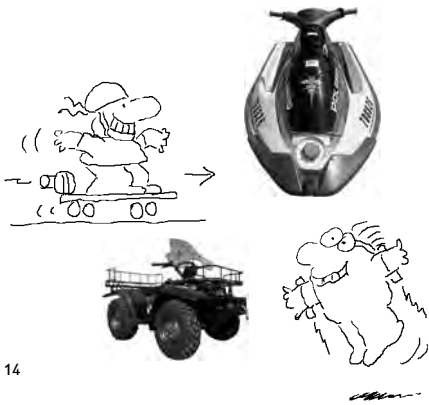
This is the view from a modern plane.

13

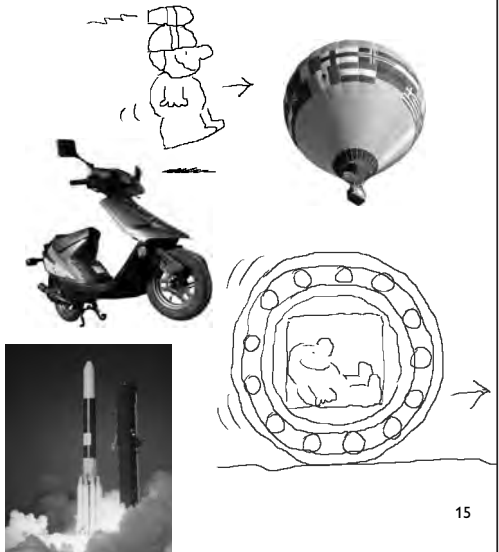
Conclusion

The way we get around has changed.

Soon people will find new ways to get around.



14



15

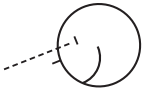


Talkthrough

This is the index.

How does an index help you to find information in a book?

You may like to demonstrate how to use an index.



Observe and support

Can the child explain the purpose of an index?

Why do we have an index in this book? What does it tell us?

Index



bicycles 4, 5



cars 10, 11



motorbikes 6, 7



planes 12, 13



trains 8, 9

Getting Around

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:
Why were early bikes called bone-shakers?

How are they different to bikes today?

What can modern planes do that early planes couldn't?

How have all forms of transport changed? Is this a good thing? Why?

Being a code breaker

Explore the following language feature:

- Classifying language: the **first** motorbikes, motorbikes **today**.

Being a text user

What kind of book is this? How do you know?


What do you expect to see on each left-hand page? What do you expect to see on each right-hand page?

Being a text critic


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


What things has the author left out?

Responding to text

 Ask children to revisit page 16.
How do you think that we will get around in the future?

Children can devise a new invention for getting around in the next century. Encourage them to draw the plans, and provide labels and captions to explain their invention. Share these with the class.

 One child selects a mode of transport from the book without showing others in the group. Ask the child to describe the features of the transport until someone in the group provides the correct answer, e.g.,
I have two wheels. I have metal tyres. I am called a bone-shaker.

 Children list and classify words from the book with the long /a/ sound.

Assessment

Can the child:

- Identify the language used to indicate comparison and contrast: then, now?
- Draw inferences about how transport has changed over time?


Writing links

Shared/guided writing

Provide children with books showing how toys, clothing and homes have changed over time. Select one topic and write a report together that shows the comparisons between then and now. Children could then work in pairs to write another compare and contrast report.

Independent writing

Children select one of the modes of transport featured in the book, e.g., planes. Ask them to list the advantages and disadvantages of planes then and planes now.

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Change and community

Curriculum link: Studies of Society and the Environment

Text type: Compare and contrast/Report

Reading level: 13

Word count: 245

Vocabulary: contents, introduction, machines, metal, comfortable, bone-shakers, rubber tyres, springs, gears, diesel, electric, air conditioning, radios, biplane, modern

Possible literacy focus

Understanding compare and contrast reports.

Drawing inferences from the text.

Summary

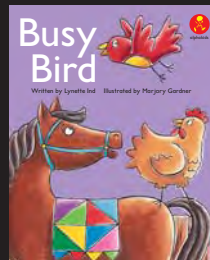
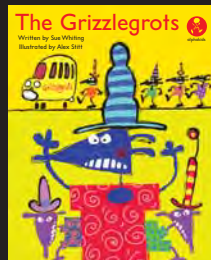
This book compares and contrasts the ways that different forms of transport have changed over time, focusing on improvements to speed and passenger comfort.

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Other books at this level



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