

## Monster Machines



**Topic:** Technology/Machines

**Curriculum link:** Study of Society/Technology

**Text type:** Report/Description

**Reading level:** 23

**Word count:** 825

**Vocabulary:** crops, dredgers, excavate, explosives, extract, foundations, freight trains, harvested, invented, machines, metals, mines, minerals, processing plant, road train, tonnes

**Possible literacy focus:**

- Understanding the layout and use of headings and subheadings in the text.
- Understanding scientific and technical language: harvesting, minerals and metals, explosives.
- Understanding the information provided in the 'For your information' section.

### Follow-up activities

#### Discuss and reflect

After reading the book, ask the children:

*What are monster machines?*

*What types of monster machines help farmers?*

*How has farming changed over time?*

*How do monster machines help with building?*

*Why do we need freight trains and road trains?*

*Why are they called monster machines?*

#### Scanning

Explain to the children that sometimes you need to scan the text to locate certain words.

Ask the children to turn to pages 14–15 in *Monster Machines*.

*What does a mining dump truck do?*

Ask the children to scan the text to find words that describe the function of this truck. List these words on the board.

*What do other monster machines do?*

Add these words to the class list.

#### For your information

Ask the children to locate all the 'For your information' facts in the book.

Provide time for the children to work in pairs to discuss this information.

*Why do you think that the author decided to provide these extra facts?*

*Do you think it works? Why or why not?*

*Are there any other facts that you think should have been included in the book? What are they? Why do you think they should have been included?*

# Word hunt

You will need:

paper, pencils

1. Re-read *Monster Machines* and search for adjectives about size, e.g. gigantic.
2. Write sentences using these words.
3. Underline the adjectives in each sentence.
4. Share your sentences with a friend.



# Design a board game





You will need:

cardboard, dice, small counters, ruler, felt pens, paper, coloured pencils, scissors

1. Design a board game based on *Monster Machines*.
2. Work with a partner to brainstorm some ideas.
3. Include some facts from the book.
4. Write down the rules for your game.
5. Play the game with some friends.

# Then ... Now

Write about these pictures and how things have changed.

Then	Now
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**Instructions** Ask the children to write about the differences between the way things were done before these machines were invented and how they are done now.

# True or false?

Are these statements true or false?

Tractors have the power of up to 300 horses.

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A grape picking machine slaps the vines with a paddle.

\_\_\_\_\_

Combine harvesters only work during the day.

\_\_\_\_\_

A monster digger can dig out more than a tonne of dirt in one scoop.

\_\_\_\_\_

All cranes lift up to 18 tonnes of building material.

\_\_\_\_\_

Freight trains can carry up to one hundred tonnes of freight.

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Road trains transport things such as livestock, mining materials, grain and sugar.

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A combine harvester cuts enough wheat to make 73,000 loaves of bread every hour.

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Miners dig deep into the ground or dig open-cut mines to find minerals and metals.

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Dump trucks are used to dig up rocks.

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