

Where Do Big Machines Work?



Level: B3 Word Count: 44

Little Books of Answers

Curriculum Connection	Technology
Content Vocabulary	building site, combine harvester, crane, farm, landfill, machine, mountain, quarry, snow groomer, truck, work
Visual Literacy Element	relationship chart
Critical Thinking	research other big machines
Comprehension Strategy	extracting information
High-Frequency Words	a, big, in, this

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss big machines. Have each student talk about the big machines that they know. Have them describe a big machine and the job it does. Can they name any parts of the machine? Where do big machines work?

- Give each student a copy of the book *Where Do Big Machines Work?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *Where*. It's the same word that started the title of the book, *Where Am I?* Tell the students that they are going to read the book to find out the answer to the question. As they read they will find out the names of some big machine and where they could see these machines working.
- Discuss the cover photo. Ask questions such as – *What is the name of this big machine? Where is it working? What is it doing? Why would you need a big machine to do a job like this?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the names of the locations to the students.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and invite the students to read them with you. Explain that some people call the same big machine by a different name. For example some people may call a payloader a front-end loader. Some people call a crop duster an aerial top-dressing plane.
- To extend understanding and vocabulary say things such as, *A combine harvester harvests crops, that's how it gets its name. Crop dusters spray fertilizer on crops. Snow groomers flatten out the snow so that skiers and snowboarders can ride there.*
- Discuss the chart on page 15. Explain that this is a relationship chart. The arrows show the relation of the big machine to where it works.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Where does a crane work?
What machine works at a quarry?
Where does a snow groomer work?
- Check inferential comprehension by asking these questions:
Which two machine work on farms?
Could you use a little crane on a building site? Why or why not?
Could you use a dump truck at a landfill? Why or why not?
Which machine works where it is cold?
- Have the students talk about how they accessed the information from this book. Ask questions such as, *What did you learn from the title? What did you learn from the photos? Did you learn most of the information from the text? What did you learn from the labels? Was the question in the title answered in the text?*
- Invite volunteers to choose one house and use the word, *What* to start a question, for example, *What does a snow groomer do?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to find out what these machines are, where they work, and what they do.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw one big machine doing something. Dictate or write a sentence to go with their picture. Have the student label the big machine.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Write where this big machine works.

building site farm quarry mountain landfill wheat field



Complete the sentence.

This big machine works in a _____

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Read and Draw

A dump truck in a quarry.

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