

Strand: Economics/Technology

Theme: Machines

Purpose for Reading: To develop an understanding of machines that go up and down.

Comprehension Strategies: Making connections to self, evaluating, asking and answering questions.

Vocabulary

Dictionary Words: cable car, chairlift, elevator, escalator, plane, roller coaster

Vocabulary Words: arrow, button, cable, car, chair, hand rail, moving step, runway, safety bar, tracks, wheel, window

High-Frequency Words: a, and, down, goes, going, in, is, it, one, takes, that, then, they, this, too, up, very, when

Before Reading

- Ask the students to suggest machines they know that go up and down. Make a list of their suggestions.
- Read the title and have the students talk about the cover photo. *What is this machine called? What does it do? How might it work?*
- Read the title page together and ask the students what is happening in the photo.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Talk about how the students think each machine works.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and recap the discussion from the title page.

What are the special terms for when a plane goes up and down?

- Pages 6–7: Ask the students if they have ever been on a chairlift before. If so, ask them to share their experience. *Where might you find a chairlift?*
- Pages 8–9: Ask the students to recap the information shared about this photo on the cover. Read and discuss the labels.
- Pages 10–11: Ask the students what this machine is. *Where would you find one?* Read and discuss the labels. *What might the job of the cable be?*
- Pages 12–13: Ask the students what the name of this machine is. *Where would you find one? How does it work?*
- Pages 14–15: Ask the students if they have ever been on a roller coaster. If so, ask them to share their experiences. Read and discuss the labels.

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the different machines.

Prompt them with questions, such as *Which machine goes round and round on a track? Which machine goes up and down on a cable?*

- Talk to the students about their experiences on these machines. How did they feel as the machine went up or down?

Vocabulary and Word Recognition

- Have the students find the high-frequency word *goes* in the text. Ask them to find *going* in the text. What other ending can we put on the end of *go*? Add *goes* to a high-frequency word chart or word wall.

Oral Language

- Have the students work in pairs, using the books. One student asks questions from the picture dictionary and the other finds the answers in the book; for example, Can you name two parts of an escalator?

Writing

- Have the students choose one machine and write a description of it.

Creative Extension Activities

- Have the students design and use cardboard to build a machine that goes up and down.
- Have the students make a collage of pictures of machines that go up and down.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Read and draw.

A plane landing



A roller coaster
going down

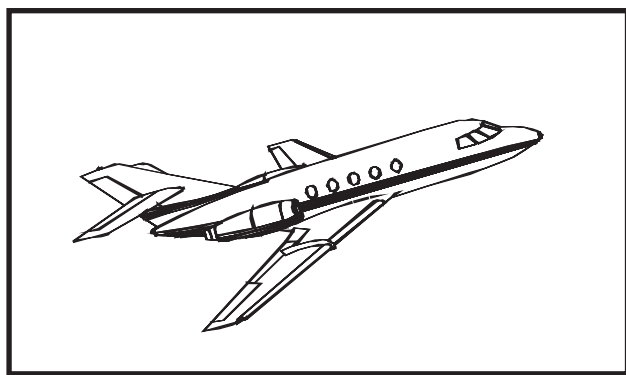


People going up on
an escalator



Name: _____

Draw and write the opposites.



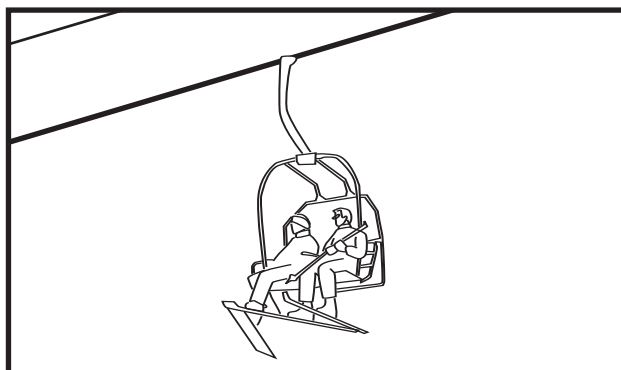
The plane is going up.



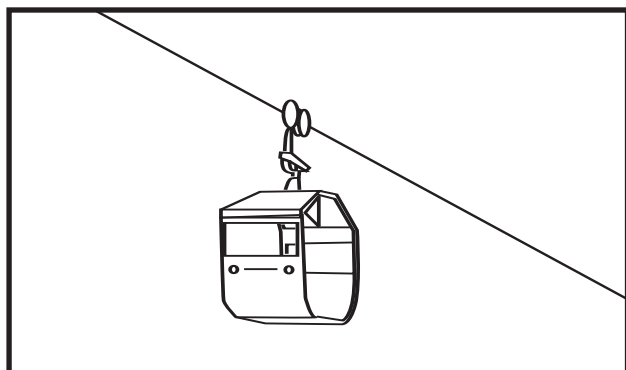
The plane is going _____.



The chairlift is going _____.



The chairlift is going down.



The cable car is going up.



The cable car is going _____.