

So You Want to Move a Building?

stories by Brian Birchall and Pat Quinn

photographs by Brian Birchall and Margaret Gould



Book Summary

This informational text contains two stories about moving buildings – *Moving the Cabin* and *Hotel on Wheels*.

Features of the Book

- The contents page.
- Two stories in one book.
- The labeled diagrams.
- The numbered steps for the process.
- The use of bold, colored type for effect.
- The specialized vocabulary – “telescopic boom,” “bogies,” “rams,” “road wheels,” and “pad feet.”
- The use of ellipses – “Up … up … up.”
- The simile “standing like a huge insect.”

Purpose

So You Want to Move a Building? can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- understanding the function, feature, and category of new words encountered in the story;
- discussing new vocabulary and extending understanding;
- discussing the organizational structure of the text;
- using diagrams, charts, and other illustrations to support writing.

Introducing the text

- Why would people want or need to move a building?
- What would happen to the water and electricity?

Read the title together and discuss the equipment and activity in the photographs.

- Can you see how these people are moving buildings?

Reading the text

- Understanding the function, feature, and category of new words encountered in the story.

■ Discussing new vocabulary and extending understanding.

■ Discussing the organizational structure of the text.

Title page – Discuss the layout.

- What does it tell us about the book? What are the two stories called?

Ask the children to locate and read the names of the authors and photographers.

Pages 2 and 3

- What is the building that is to be moved?
- What is going to be used to move the building?

Discuss the illustration.

- Why does the crane need pad feet and wheels?

Pages 4 to 7 – Discuss what is happening in the photographs. Introduce some of the specialized language in the text.

Pages 8 and 9 – Read the title and names of the author and photographer again. Discuss the photographs and read the problem in the box.

- Can you find out how much the hotel weighs?

Pages 10 and 11

- What do you recognize in the photographs? How are they moving the hotel?

Pages 12 and 13

- What kind of wheels are they using?
- Can you see what they have done?

Pages 14 to 16 – Read the text in italics to see what the possible problems could have been.

- What does the map tell us?

Children now read the book independently

Revisiting the text

Read through the text again to find all of the technical terms. Write these on the board and discuss them so that the function of each item is clear to the children.

Following Up

■ Using diagrams, charts, and other illustrations to support writing.

■ The group could prepare a flow diagram of the activities involved in moving the two buildings.

■ Complete the blackline master opposite.