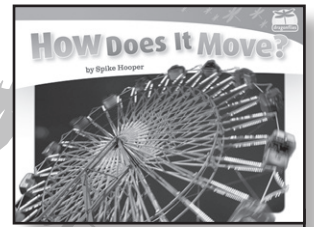


How Does It Move?

by Spike Hooper





Overview

This text describes how some vehicles, machines, and people move. It uses simple descriptive vocabulary such as “around and around”, “back and forth”, and “side to side”. Captions and arrows help to guide the reader. (Big idea: Scientists look at how things move.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- visualising. 

It supports the following **non-fiction strategies**:

- getting information from photographs
- using a glossary.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor word – *move*
- Content words – *Ferris wheel, lift, roller coaster, swing, train*
- High-frequency words – *a, and, do, I, in, it, the, to, up*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (how things move), which expands on pages 14 and 15 of the anchor book *Being a Scientist*
 - preview question on the back cover
 - arrows to show motion
 - question and answer format
 - picture glossary
- Word study:
 - initial blends – “sw-”, “tr-”
 - word endings – “er” – *roller coaster, under, over*
 - digraph – “th”, “wh”
 - opposite words – *back/forth, under/over, up/down*
 - prepositions – *up, down, around, under, over*



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Being a Scientist*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Explain that they will be reading about how things move. *What ways can you move?* Ask a volunteer to move across the classroom any way she or he chooses. Ask a second volunteer to move in a different way. Encourage the students to describe how they moved.

ELL support

Emergent ELL students can demonstrate comprehension of content words with an appropriate action. Matching actions to words is a good way to help them learn new vocabulary.

Introducing the book

Front cover – Explain that the title asks a question. *How do you know it is a question?* Discuss the word “how” and the question mark. Read aloud the author’s name. *Why do you think this photo has been used? How can you tell that the Ferris wheel is moving?*

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences. List their responses on the board and refer back to this list as you read the book.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the text on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Listen as the students read aloud the title. They may notice the anchor word “move”. *What do you notice about the writing?* (looks as though it is moving) *How is this train moving? How is it different from the way a Ferris wheel moves?*

The first reading

Page 2 – Discuss the photograph. Remind the students that they have seen it on the cover. Encourage them to use their hands to show how a Ferris wheel moves.

V **(Visualising)** *Imagine that you are on the top of a Ferris wheel. What can you see? What does it feel like when the Ferris wheel moves down and then up? What other things move around and around? Draw the students’ attention to the arrows under the text. What do these arrows show? Point out the difference between “move” and “moves”.*

MC **Page 3** – *How is the swing moving? (Making connections) What is fun about being on a swing? How do you swing higher? Have the students swing their arms, then repeat the action while holding some books. Does this change the way you move? How? How long can you move your arms before they feel tired? What other things swing back and forth? Point to the photographs on pages 2 and 3. What shows that the Ferris wheel and the girl are moving? (blurry background) What is the pattern in the sentences? (question and answer) What does the question do? (focuses attention, makes you look for an answer)*

MC **Page 4** – **(Making connections)** Have students describe being in a lift. *What is the boy doing? Draw attention to the arrows. How do you know which button is up and which is down? Why do we need lifts? What could you use if the lift broke down? Would you still be moving up and down? What other things move up and down?*

Play “Stand Up, Sit Down”. (The students do the action until you say only “up” or “down”. Those who do the action are “out”, and the last person standing is the winner.)

Page 5 – Remind the students that they have seen this roller coaster before. Revisit their responses to the preview question. Have them trace the track with a finger, including the part that is hidden. **(Visualising)** *Put your finger on the last car of the roller coaster. How will it move next? (over) How would you feel if you were in that car? Why? How would you feel after the ride? What other things move under and over?*

Page 6 – Discuss the way the train is moving. *Why is it moving in a straight line? (Making connections) What other things move in a straight line? Revisit page 5. What is the difference between this track and the train track?* Explain that the roller coaster track curves under and over while the train track is straight. *Why do the cars on a roller coaster curve under and over? Why can’t a train do that?*

Page 7 – *Who is the author talking about when he uses “I”? Draw the students’ attention to the change from “does” to “do”.*

Page 8 – What does the picture glossary show? Explain that it reminds us how things move. Discuss the smaller photographs, the arrows, and the captions. What do the captions tell us?

Remind the students that some scientists look at how things move. Why are some scientists interested in how things move? (Making connections) If you were a scientist, what would you look at?

Vocabulary activity

Focus word: move

1. Read aloud page 2. How does the Ferris wheel move?
2. Say “move” with me.
3. Explain that “move” means to change position. “Move” means to change where you are. When you move, you do an action or you go somewhere different. Explain that “move” can mean changing the place where you live. “Move” can also mean the action you take in a game.
4. Give examples of ways to use “move”.
 - It’s very hot in here. I am going to move closer to the window.
 - It is a lot of work to move into a new house.
 - The cat moved slowly so he wouldn’t scare the mouse away.
 - My dog is old. He can’t move very fast, so he can’t chase cats anymore.
 - I’m going to move my counter three spaces on the board.
5. Play games to reinforce the meanings of “move”.
 - Give instructions such as the following:
 - Move like a monkey.
 - Move like a robot.
 - Move like a skier.
 - In pairs, discuss the following questions. “Have you ever moved house?” “Have you ever moved to a different country or city?” “Has one of your friends ever moved away?” Ask volunteers to share with the class.
 - Organise an aerobics class. Give instructions, such as “Move to the left” and “Move side to side”. Encourage the students to create their own aerobics moves.
 - Have the students close their eyes and imagine their home was caught in a wild storm and moved to a distant land. What would you do? Imagine the people you might meet. How would you describe where you had come from? How would you get home?
6. What is the word that means changing position? Say “move” with me.

ELL activity

Language objective: Demonstrating comprehension of content words using actions

- Reread the book.
- Review the names of the items in the book using the pictures. This will also provide context for talking about the movements.
- Show me the Ferris wheel. How does it move? (around and around) Who can show me what “around and around” looks like? Support the students to use their bodies to show around and around movements.
- Let’s say “around and around” as we move.
- Ask the students to repeat after you: The Ferris wheel moves around and around.
- Show me the roller coaster. How does it move?
- Repeat the steps for each movement.
- For independent practice and assessment, the students can ask a partner to show them how the things in the book move. You can observe their comprehension of the questions and their ability to demonstrate the correct movements.

Ideas for revisiting the text

1. Review and check

Listen as the students reread the text. Check that they read “move” in the question and “moves” in the response. An exception is page 7.

2. Stop and learn

a. Decoding/word attack activities

Practicing blends

- Write “swing” on the board.
- Draw the students’ attention to the initial blend “sw-”.
- Explain that the two letters at the beginning of “swing” make a “sw” sound.
- Have the students practise the sound as you point to the blend.
- Brainstorm other words that start with “sw”. (swim, swan, sweat, sweater)
- Make word cards to put on the word wall. Make picture cards to match the words.

BLM – Practising onset and rime

Write “around” on the board and read it aloud. Focus on the “ound” rime and ask the students to sound it out with you. *What other words have this sound?* (*pound, sound, round, found, ground, mound, wound*) Encourage the students to substitute initial blends as well as single consonants. They can then use the BLM to practise writing words with the “ound” rime.

b. Comprehension activities

- On the board, write words that describe movement (“fast”, “slow”, “around and around”, “up and down”, “back and forth”, “all over the place”). Have the students think of animals, plants, people, and things that move. Make a list under each heading.
- Have the students play a game in pairs. They should choose a heading, then one partner can mime the movement of an item on the list. Their partner guesses the word, then they swap roles.

BLM – Reading and illustrating words and phrases

Have the students draw pictures that describe movement. They can draw pictures of animals, people, plants, or things that move.

c. Writing activities

- Have the students make a postcard. Tell them to imagine that they have moved to another city, country, or planet. Ask them to draw a picture of that place on one side of the postcard. On the other, they can write a few sentences about their move. Provide the sentence starter: “Dear [Amy], I moved to ...”
- Have the students bring something that moves to class. Have them share with the class, then write a sentence using the pattern “This is a ... It moves ...”

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Have some building sets in the centre of the classroom. The students can build things that show movement.
- Bring in some board games that use counters. The students can play in pairs or groups.