

Who Uses This Machine?



Level: C10 Word Count: 71

Little Books of Answers

Curriculum Connection	Energy
Content Vocabulary	artist, baker, bread, chainsaw, clothes, computer, cut, dough, draw, dressmaker, gardener, grass, lawn, lumberjack, machine, mixer, mower, nurse, pictures, scanner, sewing machine, tree, uses
Visual Literacy Element	relationship chart
Critical Thinking	further research
Comprehension Strategy	making inferences
High-Frequency Words	a, down, is, it, take, this, to

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss machines. Provide an example of a machine by talking to the students about a computer being a machine and showing them some things that different people may use a computer for. Have each student describe a machine that they know about. The machines should not be big machines like trucks. Have them talk about the machine and what the person who uses it uses it for.

- Give each student a copy of the book *Who Uses This Machine?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out some the name of some common machines and who uses them.
- Discuss the cover photo. Ask questions such as – *What machine is this? What is the man using it for? Have you seen anyone using a lawnmower? Did the lawnmower look like this one?*
- 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 labels to the students. Explain that the labels tell them the name of the person using the machine. They will find out the name of the machine and what it is used for as they read the book.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you. Explain that the small photos with labels add to the information that they will read in the text and in the captions.
- To extend understanding and vocabulary say things such as – *Dough that is used to make bread is a mixture of flour, yeast, sugar, and water. When the dough is cooked it becomes bread. A CT scanner is a machine that can take pictures of the inside of your body.*
- Discuss the relationship chart on page 15. Explain to the students that the arrows show the relationship between the person, the machine, and the job they use it to do.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- 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 if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Who uses a lawn mower?
What does a lumberjack do?
What machine does the artist use?
Who uses a mixer?
- Check inferential comprehension by asking these questions:
What else could a lumberjack use to cut down trees?
What else could the dressmaker make with her sewing machine?
Who else uses a computer besides an artist?
Which of these machines would be the hardest to use? Why?
- Have the students make further inferences. Ask questions such as, *Why do people use machines to do certain jobs? What did these people have to do before the machine they use was invented?*
- Invite volunteers to choose one example of a machine and ask another question about it, for example, *Who else may use a sewing machine?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to find out what this machine is, who uses it and what they use it for.

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 a person using a machine. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Draw a person cutting the grass.

Label your picture with these labels –

mower gardener grass

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Read and Draw

This dressmaker is sewing clothes.

This lumberjack is cutting down trees.

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