

# Bridges

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about bridges.

### Vocabulary

**High-frequency Words:** go, has, let, like, made, off, on, up

**Content Words:** beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /o/

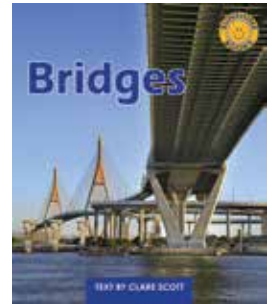
### Phonics

**Letters and Sounds:** short /o/

**Words to Blend and Segment:** dog, log, of, off, on

### Fluency

Choral reading with students pointing to the words as they are read – sharing information.



Not all bridges are the same but they all provide a way to go over or under something.

## Before Reading

- Ask students what they know about bridges. Ask: Where do you see them?
- Read the title together. Discuss the picture of the bridge on the cover. Ask: Do all bridges look like this? What is different about this bridge? What are bridges for? Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the story from the cover and title page illustrations..
- Read the title page together. Talk about what is happening in the picture. Ask: What bridge is this? (a very old famous bridge in Italy) How would you describe it? Who would use it? Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the bridges on each page, why they are different and where you would find them. Bring words like *beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley* into the conversation.
- Before turning to page 16, ask students how they think the book might end

## Reading the Text

- Read the cover and the contents page together.
- On page 2, ask: What do bridges help us with? What would go on this bridge? Look for the key words. (*cross, water, roads, valleys*) Read the text together with students pointing to the words as they are read.
- On page 3, discuss the picture. Ask: How does this bridge help? Who or what would go on it? Read the words together.
- Follow this pattern for each page discussing the pictures, what the different bridges are for and how they help before reading each page.
- Students predict the ending before turning to page 16. Have them look at the Index and find the page that is about planes. They ask a partner questions about the index, e.g. what page is there information about logs?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text from the pictures. Discuss how each bridge is different or how it is used.
- Discuss the ending. Do they agree with the author?
- Ask students to discuss bridges they have seen. Are there any near where you live or on your way school? What do you think the author's purpose was for writing the book. What have you learnt from this book?
- Students look at the back cover and discuss the different bridges. They choose which bridge they like best and say why.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: short /o/ Have students listen carefully to words you read to identify the /o/ vowel sound, e.g. *dog, log, of, off, on*. They repeat the word and then the sounds, e.g. /d/ /o/ /g/, *dog*. They think of more words with the short /o/ to break into individual sounds. (*hot, cot, pot, bog, drop, shop*)

## **Phonics**

- Recognise words that have the same short vowel sound: short /o/ Write the words *dog, log, of, off, on* on the board to practise blending and segmenting the sounds together as a group. Students think of more words with /o/ to add to the list. (*hot, cot, pot, bog, drop, shop*)

## **Word Study**

- Talk about the words *go, has, let, like, made, off, on, up*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, one student says the sounds; the other guesses the word.
- Say the word *bridge*. Brainstorm and say other words that end like bridge. (*hedge, fridge, sledge*) Write these on the board to practise reading them.
- Have students make a Bridges web with examples of different types branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *bridg/es, an/i/mals, cross*. They identify one-syllable words in the book to clap, e.g. *road* and then two-syllable words, e.g. *peo/ple, walk/ing*.

## **Fluency**

- Choral read with students pointing to the words as they are read.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. This bridge is a walking bridge. They illustrate the bridge with themselves walking on it. They label it and share this with a partner.
- Make a glossary illustrating and writing the meaning (with help if needed) for a few interesting words, e.g. *arches, decks, canals*.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.