

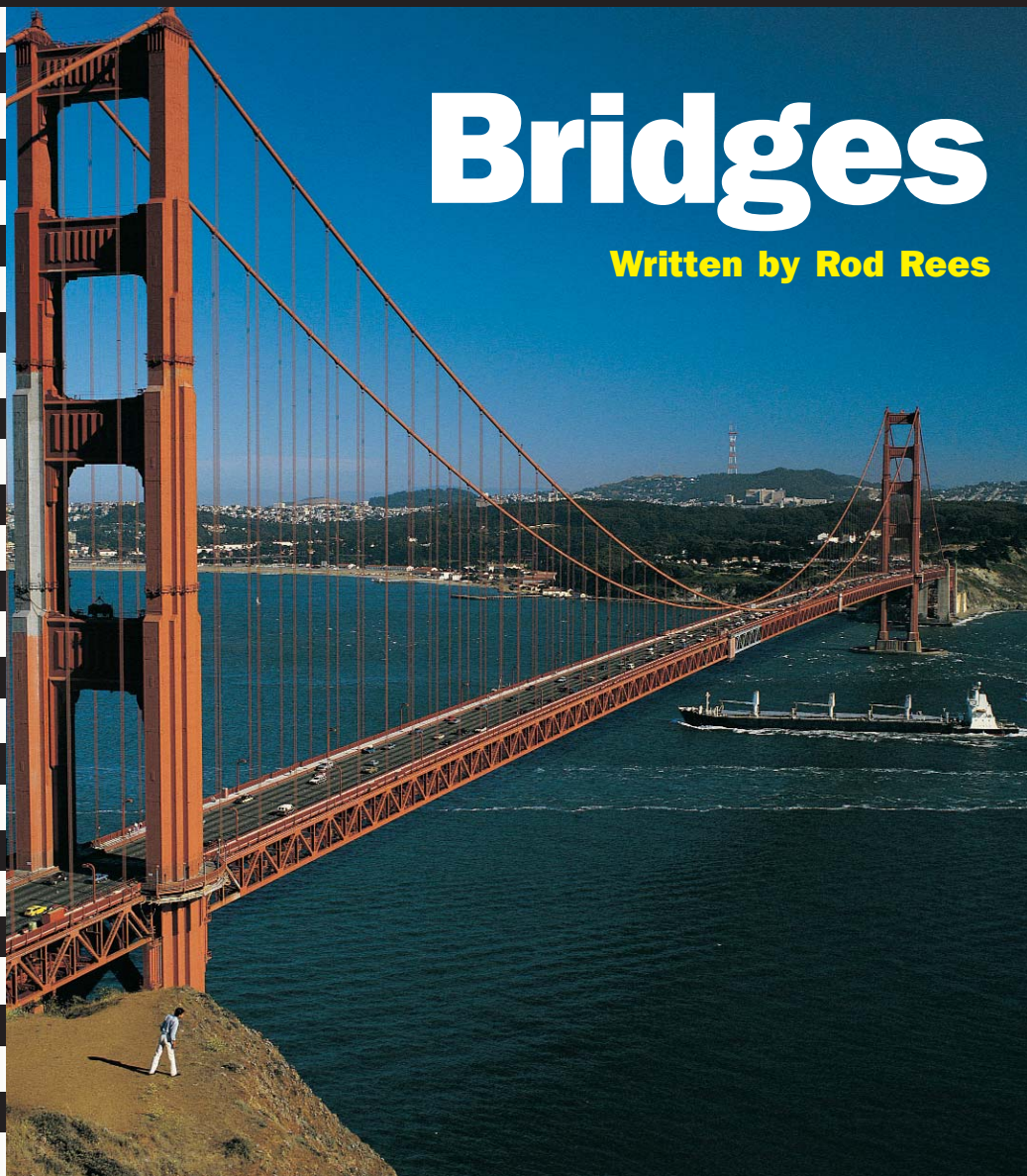


Teacher Edition

AlphaWorld

Bridges

Written by Rod Rees



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How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Introduction and conclusion
- Headings and subheadings are distinguished from the text by the use of different sized fonts
- Labels and captions support photographs

Vocabulary

bridges, cable-car, famous, footbridges, gorges, harbours, iron, lakes, rotting, steel, stream, structures, support, valleys, waterways

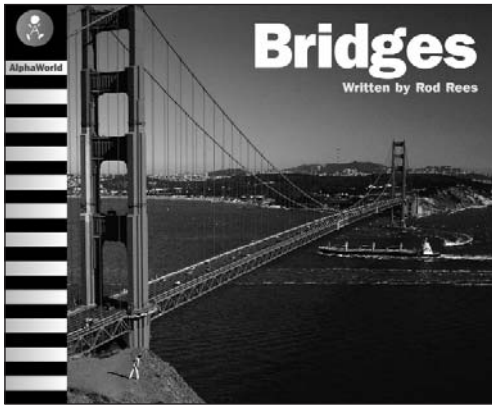
Setting the context

Brainstorm and list what the children already know about bridges. This information could then be classified.

Background information

This book describes and explains how bridges help us to go over places that are difficult to cross. There are many different kinds of bridges and they are made from many different materials. People can build bridges that are very strong and that can span long distances.

Definitely true	Unsure	Unknown
They are made from wood They can be big or small	They can be made from different things Boats can travel underneath them	Where they are found How they are built



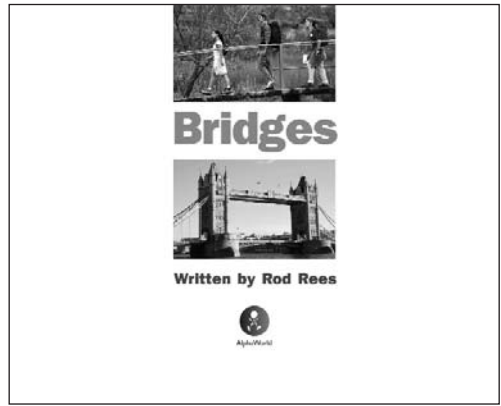
Front cover

Show the front cover.

This book is called Bridges.

Have you ever seen a bridge like this one?

Tell me about it.



Title page

Turn to the title page.

What sorts of bridges are in these photos?

Read the title and author together. Point out the publisher's logo.

Predict

This is the contents page. Let's read through it together. Discuss any of the words that children have difficulty with.

Turn to page 4.

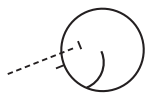
This is the introduction. It tells us what the book is about. The introduction says that bridges are important structures that help people travel over difficult places. What do you think that means?

Read to the end of page 5.

Reflect

What are bridges made from?

What does famous mean? Why are some bridges famous?



Observe and support

Can the child explain the purpose of a table of contents?

What is this page called? What is it for?

Why are some of the words in bold type?

Can you tell me where I would find the chapter on 'famous bridges'?



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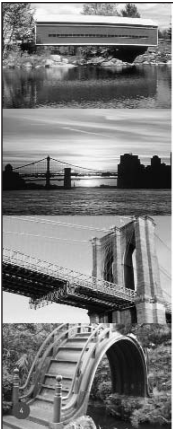
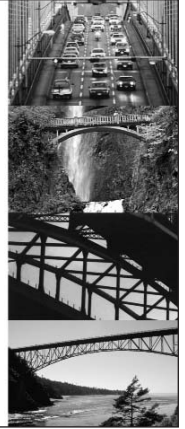
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Introduction

Bridges are important structures that help people travel over difficult places.

Bridges are made from many different types of material.

Some bridges are famous because of how they are made or where they are built.



Predict

This chapter is about building bridges. This page gives us some general information about bridge building as an introduction.

What sorts of material do you think people have used to build bridges? Why?

Turn to page 8.

The heading is still 'Building bridges' but the subheading is 'Footbridges'. What will this page be about?

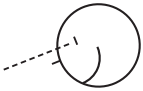
It says that footbridges that are made from rope, bamboo, or logs are built in places where these materials are easy to find. Do you think these bridges would be very strong?

Read to the end of page 8.

Reflect

What sorts of materials can bridges be made from?

Where are simple footbridges often built? Why can they be easily destroyed?



Observe and support

Can the child interpret the text?

Which material is the best for building strong, long-lasting bridges? Why do you think so?



Building bridges

Bridges can be made from all kinds of material.

Simple footbridges have always been made from materials that are easy to find. A log of wood across a stream can be a bridge.

Wood can be used to make bigger bridges that last longer than simple bridges.

Stone bridges are much stronger and last longer than wooden bridges.

Once people were able to produce iron and steel, they began building long, high, strong bridges that last a very long time.



Building bridges

Footbridges

Bridges made from rope, bamboo, or logs are built in places where these materials are easy to find. They are often built in forests or in the jungle.

Rope, bamboo and log bridges are strong enough to carry a few people at a time, but they are not strong enough to carry cars or heavier vehicles.

These bridges can be destroyed easily. They can be burnt in a fire or washed away in a flood.



Predict

Read the heading and subheading together.

Wooden bridges are bigger and stronger than footbridges and can carry heavier traffic. What different kinds of wooden bridges can you see in the photos?

Turn to page 12.

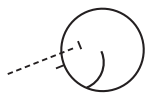
This page says that stone bridges are much stronger than wooden bridges. Look at the photos of the different stone bridges. Do you think they could carry heavy traffic? Why?

Read to the end of page 13.

Reflect

What do the captions on these photos say? Let's read them together. What do they tell us about wooden and stone bridges?

Why can stone bridges often be very beautiful?



Observe and support

Ask one child to read aloud to you while the other children are reading silently.

Does the child read the text fluently?

I liked the way you read that. It sounded like talking.



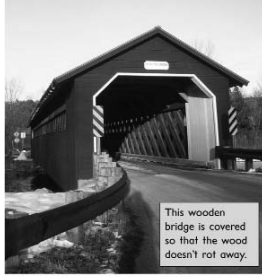
Building bridges

Wooden bridges

Most wooden bridges are bigger and stronger than rope or bamboo bridges, and they can carry heavier traffic than small footbridges.

People build all kinds of wooden bridges. In some places people build covered wooden bridges. They build them like this to protect the wood from rain and help stop it from rotting.

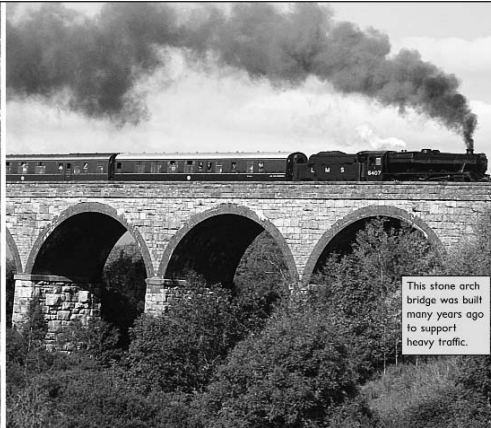
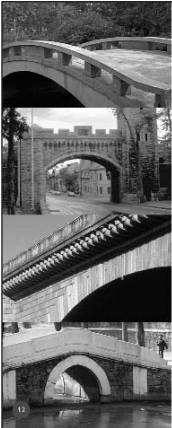
But wooden bridges can also be destroyed by fire or washed away in a flood.



This wooden bridge is covered so that the wood doesn't rot away.



This wooden footbridge crosses a railway track.



This stone arch bridge was built many years ago to support heavy traffic.

Building bridges

Stone bridges

Stone bridges are much stronger than bridges made from wood. They can be built across wide valleys or waterways, and can carry very heavy traffic. Some stone bridges were built hundreds of years ago and are still being used today.

Stone bridges are often very beautiful. Stone can be carved or cut into different shapes to make bridges that are both beautiful and interesting to look at.



Predict

Read the heading and subheading together and discuss how they are used to organise information.

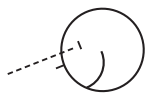
Bridges are also made from iron and steel. The first iron bridge was made about 200 years ago. Look at the photos of iron and steel bridges on these pages. What do you think is special about the bridges?

Read to the end of page 14.

Reflect

Do iron and steel bridges carry more traffic than most wooden bridges? How do you know?

What do iron and steel bridges help to do?



Observe and support

Can the child share extra information gained from the photographs?

Do you think iron and steel bridges are strong? What can you see in the photos that makes you think this?



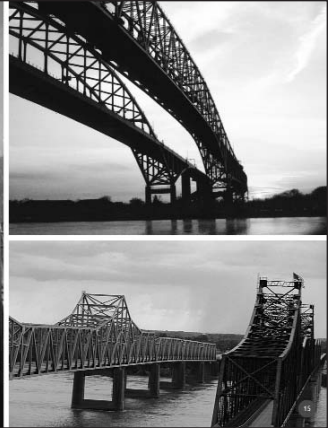
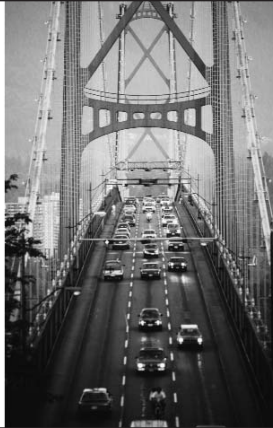
Building bridges

Iron and steel bridges

Bridges are also made from iron and steel. The first iron bridge was built around 200 years ago.

Most iron and steel bridges are longer, stronger and wider than wood or stone bridges. They can carry much more traffic than most wood or stone bridges because they have many lanes for cars, buses and trucks. Sometimes these bridges also have railway tracks so trains can cross them.

Iron and steel bridges help to move traffic around busy, crowded cities.



Predict

This chapter is about famous bridges. This page says that some bridges are famous because people from all around the world know about them.

Look at the photos on this page. Why do you think these bridges are famous?

Turn to page 18.

This page tells us about famous long bridges. How do I know this?

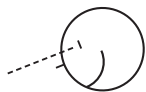
The Akashi-Kaikyo Bridge in Japan is one of the longest in the world. It is built high above the water so that ships can pass under it. The Humber Bridge in England is also very long. What do you think is special about the Humber bridge?

Read to the end of page 18.

Reflect

Where are famous bridges built?

How did people get across the water before the Humber Bridge was built?



Observe and support

Can the child interpret information gained from the captions and labels?

What do the captions and labels on the pages we have just read say? Let's read through them together.

What do they tell us about the famous bridges in these photos?

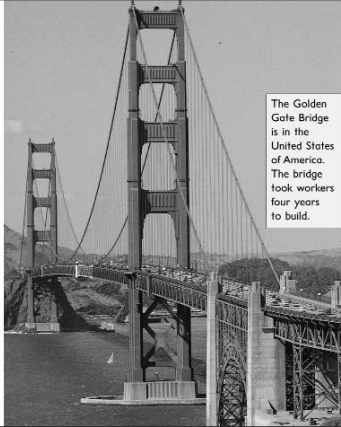


Famous bridges

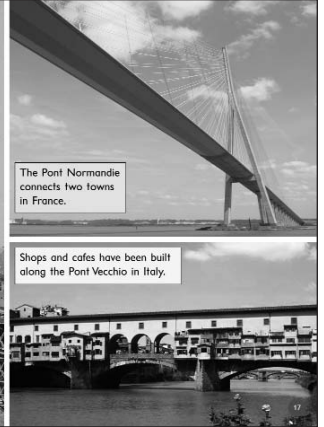
Some bridges are famous. People all around the world know about them.

There are very long bridges that reach across wide rivers, lakes or harbours. There are high bridges that are built across deep valleys or gorges. There are bridges that can open up in the middle to allow ships and boats to pass underneath.

Famous bridges are built in many places and in many different ways.

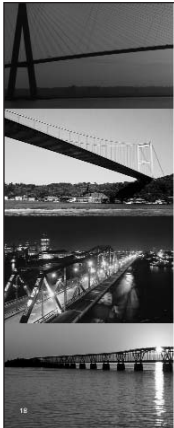


The Golden Gate Bridge is in the United States of America. The bridge took workers four years to build.



The Pont Normand connects two towns in France.

Shops and cafes have been built along the Pont Vecchio in Italy.



Famous bridges

Very long bridges

One of the longest bridges in the world is in Japan. It is nearly four kilometres long and is built high above the water so that ships can pass under it. Its two towers are 283 metres high. They are the highest bridge towers in the world.

The Humber Bridge in England is more than two kilometres long. Before it was built, people had to use a ferry to get across the water. Now, more than 100,000 vehicles use the Humber Bridge every week.



Akashi-Kaikyo Bridge



Humber Bridge

Predict

The subheading on this page is 'Very high bridges'. The bridge in this photo is the Royal Gorge Bridge. This bridge is built more than 300 metres above the Arkansas River.

Point to the photo of the Sydney Harbour Bridge.

Do you know the name of this bridge? How did you know?

Why would the Sydney Harbour Bridge be built so high?

Turn to page 22.

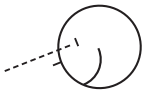
These are photos of the Tower Bridge in London that was built in 1894. It is a stone and steel bridge that can open.

Why would this bridge have been built to open?

Read to the end of page 23.

Reflect

Which famous bridge would you like to visit? Why?



Observe and support

Is the child able to point out different text features on the page?

Where is the heading and subheading on this page?

How did you know that it was the heading and subheading?



Royal Gorge Bridge crosses the Arkansas River.

Famous bridges

Very high bridges

The Royal Gorge Bridge in the United States of America is built more than 300 metres above a river. People can walk or drive across it, or they can ride in a cable-car across the bridge to look at the amazing scenery.

The Sydney Harbour Bridge in Australia is built high above the water so that ships can pass underneath. The bridge has two railway tracks so that trains can travel across it in each direction. Many people use the bridge to help them move around the busy city. More than 160,000 vehicles cross the bridge every day.



Sydney Harbour Bridge



Tower Bridge was built in 1894.

Famous bridges

A bridge that opens

Tower Bridge in London is a bridge that opens. It is made from stone and steel, and took eight years to build.

Tower Bridge opens in the middle to let large boats travel up and down the River Thames. The traffic on the bridge stops while the roadway is raised. When the roadway is lowered, the traffic can move forward again.



People can walk across Tower Bridge on a walkway that joins the two towers.

When the bridge was first built, it was opened about 50 times each day to let boats through. Now it is opened only four or five times each week.



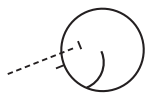
● **Predict**

This is the conclusion. It gives a summary of the information in the book. It says that there are many kinds of bridges. After reading this book, what else do you think it could say?

● **Read** page 24.

● **Reflect**

*What information was included in this conclusion?
Why do people build bridges?*



Observe and support

Does the child search for a range of information on the page to support his or her reading?

When you looked at the pictures before you read the page what were you looking for? How did that help you? What else did you check?



Conclusion

There are many different kinds of bridges.

People can ride, walk, drive or go by train across bridges. Boats can travel under some bridges.

Bridges help people cross water or busy roads and can also be used in other ways.

After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What types of materials are bridges made from?

What type of material would I need if I was building a long or high bridge?

Why are some bridges famous?

Why do people build bridges?

Being a code breaker

Explore the following language features:

- The /j/ sound: bridge, jungle
- Compound words: footbridges, kilometres, railway, roadway, underneath, walkway
- Language of comparison: bigger, heavier, heavy, high, highest, long, longer, longest, strong, stronger, wider

Being a text user

Refer back to the brainstorm classification made prior to reading. *Were the 'definitely true' statements confirmed by the text or proven to be incorrect?*

Were the 'unknown' statements confirmed in the text or are we still unsure?

Can we answer any of the 'unknown' questions?


What questions do we now have about bridges? How can we answer them?


Being a text critic


What changes would you make to this book if you were the author?

Why would you change these things?

Responding to text

 The children could work in cooperative groups to complete a concept web showing all that they know about bridges.

 Ask the children to make a model of one of the bridges described in the text. Encourage them to add captions and labels to tell others about their bridge model when it is displayed.

 Children could list words that have the /j/ sound. These could be grouped by the letters used to represent them:

j	dge	g
jungle	bridge	giant
jump	badge	George

Writing links

Review the use of captions and labels in the book.

What do captions and labels tell us? Where are they placed? How do we know which photo they are telling us about?

Provide a range of pictures of bridges. Model writing a paragraph about one of the bridges and adding a caption and label to the picture.

What information should be included in the paragraph?

*What information should be in the caption?
What should the label of this picture be?*

Children could select one of the pictures to write a short paragraph about. They could also write a caption and label to accompany the picture. These could be displayed with information about the purpose and use of captions and labels.

Possible assessment focus

Can the children:

- interpret information gained from the captions and labels?
- share extra information gained from the photographs?



whole text activity



sentence activity



word activity

Bridges

Topic: Technology/Building

Curriculum link: Study of Society/

Technology

Text type: Report

Reading level: 21

Word count: 797

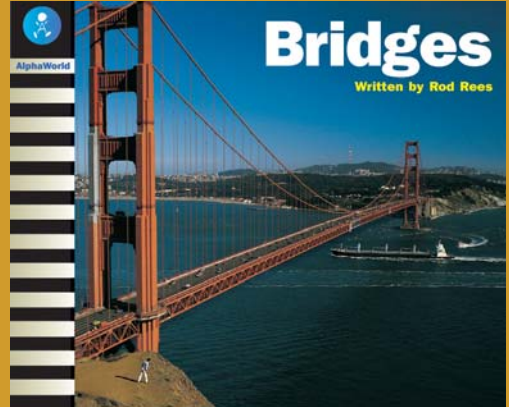
Vocabulary: bridges, cable-car, famous, footbridges, gorges, harbours, iron, lakes, rotting, steel, stream, structures, support, valleys, waterways

Possible literacy focus:

- Understanding the captions and labels used to support some photographs.
- Interpreting the information provided in the pictures.

ESL possibilities:

- Understanding the use of comparatives: bigger, longer, stronger, wider.
- List examples of different geographical features: gorge, harbours, lakes, valley.



Summary

This book is a report about bridges. It explains how bridges are made and discusses some very famous bridges.

AlphaWorld



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