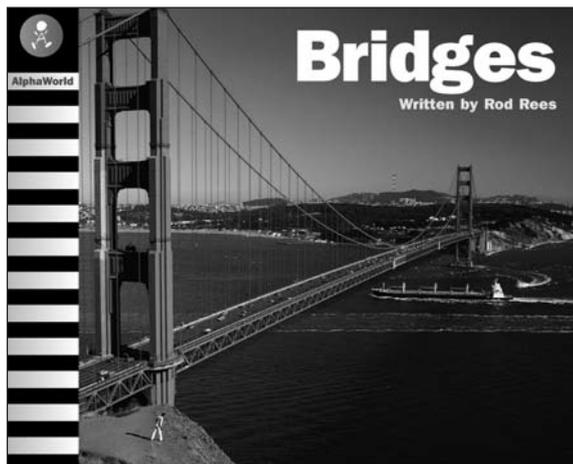


Bridges



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.

Follow-up activities

Brainstorm about bridges

Ask the children to think of everything they know about bridges. Group these facts on the board under different headings, e.g. types of bridges, what they are made of, what they carry (people, goods). Now show the children how information can be presented in different ways, e.g. in a fact web or as a chart.

Captions and labels

Ask the children the following questions:

What is a caption?

What is a label?

Write down their definitions on the board and discuss them.

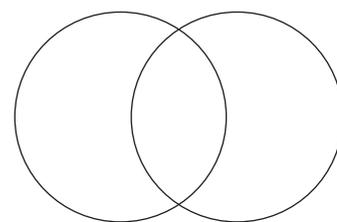
Now ask the children to locate captions and definitions in the book.

What other captions or labels do you think the author could have used?

What am I?

Provide time for the children to work with a partner to list and discuss examples of the different geographical features shown or described in *Bridges*, e.g. lake, harbour, valley, gorge. Ask the children to write down some clues for a 'What am I?' quiz. The children could take turns to play their 'What am I?' quiz with the class.

Comparing bridges



You will need:

paper, pencils, a copy of *Bridges*

1. Work with a partner to pick two bridges that are described in the book.
2. Draw a Venn diagram on a large sheet of paper.
3. In the overlapping section, write down the features that both bridges have in common.
4. Write about the distinctive features of one of the bridges in the left hand sector.
5. Write about the other bridge in the right hand sector.
6. Display your work in the classroom.

Build a bridge

You will need:

string, wool, icypole sticks, matchsticks, cardboard, plasticine, small boxes, paper, pencils, felt pens, a copy of *Bridges*

1. Look carefully at the pictures of bridges in the book.
2. With your partner, decide on one bridge to make.
3. Carefully construct your bridge.
4. Write a label for your bridge.
5. Share your construction with the class and then display it in the classroom.

All sorts of bridges

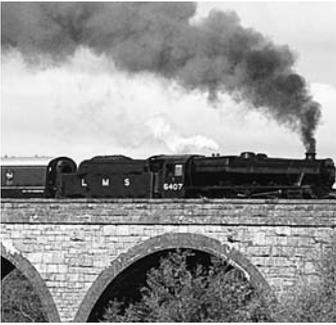
Cut out these pictures. Sort them into groups. Label the groups.



Instructions Remind children to use *Bridges* as a resource for sorting the pictures. In this open-ended task, the children can group the pictures in a variety of ways.

Plus, minus and interesting

Write about each bridge.

Bridge	Plus +	Minus -	Interesting facts
			
			
			
			

Instructions Ask the children to write about the pluses (advantages), minuses (disadvantages) and the interesting facts about each bridge.