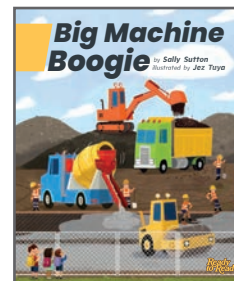


Big Machine Boogie

by Sally Sutton
illustrations by Jez Tuya



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10. This teacher support material describes the opportunities within this text for students to build confidence as readers and to develop the skills and understandings they need before starting guided reading.

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read for themselves. The focus is on engagement, enjoyment, and making meaning. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by the students. After many shared reading sessions, the students become able to read, with increasing independence, the small versions of the big books.

You can listen to teachers talking about their experiences of shared reading at [Shared reading](#).

Overview

This lively poem captures the excitement and enthusiasm of a class of students who have created their own “big machine boogie”, inspired by the movements of machines at work nearby. It is ideal for fostering students’ enthusiasm and confidence as readers, encouraging and supporting them to read along with the teacher, even from their first day of school. It also provides many opportunities to learn about language.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Curriculum links

English (level 1): Selects and read texts for enjoyment and personal fulfilment.

The Arts (level 1) Dance: Developing ideas

Health and physical education (level 1) Regular physical activity

Related texts

See page 4 of this teacher support material

Text characteristics

Unlike guided texts, shared reading texts are not levelled. *Big Machine Boogie* has the following features that help students to develop confidence as readers and build the understandings they need before starting guided reading.

A mix of explicit and implicit content (in text and illustrations) that provides opportunities for students to make predictions and inferences

A catchy style, featuring rhyme, repetition, and a lively rhythm to encourage students to join in the reading and build fluency



Familiar contexts and settings to enable students to make connections to their own experiences

A range of punctuation to support phrasing and meaning

Repeated high-frequency words (“it”, “Big”, “Go, go, go”, “Stop”) to build word recognition

Language and layout features that provide opportunities for students to build concepts about print and knowledge of letters, sounds, and words, for example:

- wide spaces between words to support one-to-one matching and several lines of text on every page for students to practise using a return sweep
- rhyming words and words with the same initial sounds to build phonological awareness
- the addition of “er” to create the names of the machines (“dig”, “digger”; “dump”, “dumper” and so on) to build awareness of word structure
- upper-case and lower-case forms of several initial letters (b, d, g, j, m, r, s, t, w) to build alphabet knowledge
- interest words that are strongly supported by the context, the sentence structure, and the illustrations, providing opportunities for students to build vocabulary and begin developing a processing system

Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to read, respond to, and think critically about texts?)

Select from and adapt the suggestions in this teacher support material according to your students' strengths, needs, and experiences – their culture, language, and identity (*The Literacy Learning Progressions*, page 7).

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text and when reading other texts.

Often the first reading of a shared text will be with the whole class. The focus is on making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so that they can focus on responding to the content and thinking about the theme or main idea. Deeper understanding of ideas and exploration of language and other text features can be developed over subsequent readings.

Suggested purposes for the initial reading

(What can the students expect to find out or think about as a result of reading this text?)

To find out why the children are dancing

To think about what a “big machine boogie” might be

Possible learning goals

Over several readings, the students can:

- **make connections** to their prior knowledge
- **make predictions and inferences**
- **visualise** the actions of the machines and the children
- notice some ways the print and illustrations work together to build meaning
- attend to the print as the teacher points to it and reads it aloud
- hear language patterns and the teacher's intonation as a support for joining in the reading.

Introducing the story

The best introduction to this book is to have the students observe a building site if there is one close by. Alternatively, show a video clip of a building site or use pictures or toy machines to provide opportunities for the students to talk about the machines, their purposes, and how they move.

To support vocabulary for English language learners, before reading the shared book with the whole group, discuss the illustrations on the cover. Feed in the names of the machines and encourage the students to share the names in their first language (if known). Watch and discuss a video clip of big machines at work, continuing to feed in words the students will meet in the text. It is common for new learners of English to confuse words that are opposites, for example, “high”, “low”, so take care to ensure that one of these positional adjectives is understood before introducing another.

- Discuss the machines on the cover – their names and what they are doing. Draw attention to the children watching the machines. *I wonder what the children are thinking and talking about?*
- Read the title and the names of the author and the illustrator. (Note that “boogie” may be pronounced in different ways. To avoid confusing new learners, the audio version of this text pronounces the “boo” in “boogie” as in “too”. This allows for students to thoroughly learn one set of “oo” sounds before learning others.) If necessary, explain that “boogie” is another word for a dance. Ask the students to think, pair, and share what a “big machine boogie” might be.
- Turn to the title page and read the title and names again. *What are the children doing?* Prompt the students to recognise the shapes of the big machines behind the children. Draw out the idea that the children are copying the movements of the machines.
- Share the reading purpose.

Reading and discussing the book

- Adapt the following suggestions according to your students' responses. (You may find that the urge to dance takes precedence over the reading for the first session!)
- Page 2 – Use the illustrations to revisit the idea that the children have created a “big machine boogie” by copying the movements of the machines, then use a pointer to help the students follow the print as you read. Allow time at the end of the page to discuss the actions of the children as shown in the illustrations.
- Page 3 – Before reading, briefly discuss what the machine is and what it's doing. Pause before the “Boom chugga” refrain to “invite” the students to join in.
- Pages 4–6 – Continue reading the text in this way, discussing the machines' movements and why each machine needs to move in that particular way, for example, why the dumper needs to “jiggle” and “wiggle”. Some students may be starting to pick up on

the sentence patterns and joining in with these as well as with the “Boom chugga” refrain.

- Page 7 – Slow the reading pace to emphasise the change in the pattern and the rhyming words.
- Page 8 – Read the last page with great enthusiasm, encouraging the students to join in.
- Remind the students of the reading purpose(s) and ask them to share their ideas. Encourage them to try out the boogie actions (if they haven’t already done so).
- Make the audio version available for students to listen to and enjoy.

Subsequent readings

You can return to this book many times, building on the learning goals for the first reading as well as exploring other reading purposes. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than the whole class. **Select from and adapt** the suggestions below. Choose one of the suggestions for each session.

Suggested reading purpose/s

To think more about the ideas in this book

To find out more about the machines

Learning goals

Over a number of sessions, the students can:

- **make connections** between their own knowledge and experience of big machines and information in the book
- identify information about machines
- discuss how the illustrations help the reader
- build their understanding of key words and phrases.
- Focusing on one machine at a time, prompt the students to draw on their prior knowledge to discuss the purpose of each machine and how it might move. Support their understanding by showing videos or photos. Create a mural of the machines and support the students to add captions about the machines’ actions. Alternatively, create a web with the name of a machine in the centre and add “spokes” explaining what it looks like, what it’s for, and how it moves. During shared writing, you could use this web as a plan for creating a short report.
- Build oral language by making construction vehicles and sand available for students to play with and talk about.
- Explore how the illustrator has added information for the reader, for example:
 - on the cover, showing the machines at work and the children looking over the fence to help the

reader infer that this is where the idea for the boogie has come from

- on the title page, having the shapes behind the children to show the machines they are imitating
- clues such as the track marks behind the digger (page 3) and smooth ground behind the roller (page 5) that show what the machines are doing
- the movement lines in the illustrations to help clarify the direction and shape of the actions of the machines and the children. The students could draw pictures of themselves (and the machines) dancing and add movement lines. Support them to add captions.
- Use the book as a springboard to further fiction and non-fiction reading and writing about machines. Read books to the class, make them available for the students to browse through, and show the students where to find them in the school library. (And see Related texts.)
- Explore the meanings of the descriptive verbs. Ask the students to “dance” the verbs from one or two pages. *Show me how you jiggle/twirl/swing.* You could split the class into groups to represent the different machines and ask each group to show the movement of their machine. You could also incorporate the verbs into fitness activities.
- Create a wall display of captioned photos of the students dancing.
- Reinforce learning of verbs and the adverbs “high” and “low” by having the students match pictures of the children and machines with words from the book.
- Use words from the text and the students’ ideas to create a poem or song during shared writing (for example, “Dump it. Bump it. Go, go, go!”)

Suggested reading purpose

To enjoy some of the ways the writer has made this book sound good to read aloud

Learning goals

Over a number of sessions, the students can:

- identify the rhyming words
- recognise and enjoy the repeated language patterns
- identify and enjoy some key words and phrases.
- As you reread the book, ask the students to listen for words that rhyme. Pause after reading the first three lines on pages 2–6 for the students to come in with the rhyme in line 4. Explain that the rhyming words mean that this book is actually a poem. Make connections to the students’ experiences of reading poem cards or other familiar rhymes.

- Focus on the rhyming words on one page. Model how the students can substitute initial sounds to create new rhyming words (low, go – no, show, toe; drop, stop – hop, pop). You could also experiment with generating rhymes for other words in the text (boom – room, zoom; dump – jump, bump). Generate words orally before linking them to their written forms.
- When rereading the book, ask the students to listen for repeated words and sentence patterns. *Why do you think the writer has used the same words on these pages?* Draw out the idea that the repeated bits are fun to read.
- Focus on the “boom chugga” refrain. Draw out the idea that the writer is having fun with language by using words with a catchy rhythm. Prompt the students to make connections to other familiar shared books that include refrains, such as *Greedy Cat* and *Haere Atu!*
- Draw attention to the use of exclamation marks to add impact. Have the students practise reading the first and last pages and the “boom chugga boom!” at the end of each page expressively.
- Explore word structure by writing the verbs “dig”, “dump”, “roll”, “mix” and showing how adding “er” (and another “g” to “dig”) creates a new word, in these cases the name of the machine. Experiment with creating other words in this way (run/runner, teach/teacher, swim/swimmer, build/builder). You could do this orally or link it to print.
- Act out the meanings of the opposites “high” and “low”, “go” and “stop”. Support the students to think of other common opposites they know. Play a game where you say a word and the listener has to come in with the opposite. Examples could include yes/no, up/down, good/bad, day/night.

Suggested reading purpose

To read with phrasing and expression

This reading purpose can be returned to many times, with the students building up their confidence and independence. The students’ shared reading or independent reading of the big book or small book gives you opportunities to observe what they can do.

Learning goal

Over a number of sessions, the students can draw on their developing reading vocabulary, their concepts about print, their knowledge of letter–sound relationships, and their familiarity with the text to read with appropriate phrasing and expression

- Provide many opportunities for students to reread the big book, using a pointer to practise reading left to right, the use of a return sweep, and one-to-one word

matching (matching written words to spoken words). The students can also develop phrasing, fluency, and expression while reading along with the audio file. This is particularly supportive for English language learners.

- Use opportunities to build the students’ knowledge of letter–sound relationships, in particular, initial letters. For example:
 - Run your finger under the word “dig” and say: *This word is “dig”.* Read the word again. *Can you hear /d/? Here it is.* Point to the initial letter. *Let’s look at other words that start like that.*
 - Model your thinking as you demonstrate word solving. *I wonder what this word (“high”) could be? It starts like this (say the sound /h/.) What could it be?* Read the first part of the phrase and articulate the initial sound (“Swing it h ...”). Have the students use the picture to confirm the word. Read the whole phrase (for example, “Swing it high!”) with the students and emphasise the initial /h/ sound.
 - Have the students locate words that start with the same letter. Focus on only one letter per session to avoid confusion, in particular between “b” and “d”. You could also, over several lessons, draw attention to the upper-case and lower-case forms of initial letters. Encourage the students to notice other examples as they come across them in their wider reading and writing.
- Help build the students’ recognition of the repeated high-frequency words (“go”, “it”, “Big”, “stop”). For example: *Show me the word “go”.* *Can you find the word “go” on this page?* As part of your independent reading activities, provide word-matching games and word cards for the students to copy with magnetic letters.

Related texts

Ready to Read texts about machines: *The Most* (poem card); *Wheels* (shared)

Picture books about machines: *Construction; Roadwork; Demolition; Farmer John’s Tractor; Dig, Dump, Roll; Zoo Train; Catch That Plane!; Ambulance, Ambulance!* (all by Sally Sutton); *Mad about Trucks and Diggers* (by Giles Andreae); *Cars and Trucks and Things that Go* (by Richard Scarry); *The Little Yellow Digger* (by Betty and Alan Gilderdale)

Other rhyming texts: Ready to Read poem cards; *Lost, Splish-Splash!, T-shirts* (shared)



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