

# Getting Around

Title	Genre	Summary	Aspects of theme explored
Wheeling Around	Report/timeline	Since ancient times when the wheel was invented, people have been thinking up new ways to get around.	<ul style="list-style-type: none"> <li>• history of transportation</li> <li>• how technology has changed</li> </ul>
The Solar Sail	Narrative	Keifer's spaceship runs into trouble on a mission in space. Can she save the day?	<ul style="list-style-type: none"> <li>• space travel</li> <li>• problem solving</li> <li>• science of space flight</li> </ul>
From Grower to Seller	Log	Joy-Anne grows flowers in New Zealand. Her flowers are transported to stores in New York in less than two days.	<ul style="list-style-type: none"> <li>• transportation of goods</li> <li>• speed of transportation</li> <li>• travelling long distances</li> </ul>
Flying in Style	Report/letters	In the 1940s, it took twenty-four hours and two stops to fly from New York to London. Now you can fly there non-stop in six hours - and eat a three-course meal and watch a movie on the way.	<ul style="list-style-type: none"> <li>• history of long-distance flight</li> <li>• how long-distance flight has become faster</li> <li>• questions about the future of long-distance flight</li> </ul>
Getting Rid of Gerty	Narrative	A family is having problems with their old car, Gerty. Dad loves the car and doesn't want a new one.	<ul style="list-style-type: none"> <li>• personal transportation</li> <li>• relying on transport</li> </ul>

## Suggestions for using *Getting Around*

### Guided reading

See the following lesson plans.

### Theme studies

This book could be used as part of a theme study on the different purposes of transportation and on the history of different transportation methods.

- Introduce the theme and look at the contents page with the students. Discuss the range of genres. Ask the students to read the item summaries and discuss the way each piece relates to the main theme. The students could choose one of the items to begin the theme study.
- Use the whole book or items from it in your content-area teaching.
- Use the narrative 'Getting Rid of Gerty' to activate the students' prior knowledge of problems associated with personal transportation.
- Use the Find Out More section as a springboard for further independent research.

### Text comparisons

Comparing the log 'From Grower to Seller' with the report 'Flying in Style' will allow the students to explore different purposes for transportation. They can examine the different 'cargos' being transported and why getting to a destination quickly is important for both people and goods.

### Shared reading

The labelled diagrams and the postcard and email in 'Flying in Style' are all suitable to enlarge for shared reading.

### Independent reading

*Getting Around* can be used for independent reading for pleasure or as an introduction to researching different kinds of transportation.

## Wheeling Around

This report with an illustrated timeline shows how wheeled transportation has changed over time.

### Features of the text

- Timeline with captions
- Chronological structure
- Illustrations
- Double-page spreads
- Glossary words

### Purpose

'Wheeling Around' can be used to introduce and reinforce the following skills:

- reading and interpreting graphic information;
- making inferences;
- defining and sequencing information;
- using the text as a model for writing.

### Introducing the text

Select one or more of these discussion starters:

- *What are some of the ways that we use wheels?*
- *What would life be like today if the wheel hadn't been invented?*
- *What are some of the problems that wheels can cause?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the end of page three. What problems have people had with wheels? How have these problems been solved?*
- *Read to the end of the report. When were the first cars invented? In what ways did they change people's lives?*
- *Why are people inventing cars that have different power sources?*
- *In what ways do you think cars will be different in a hundred years' time?*

### Following up

The students can:

- draw and label a diagram showing what they think the cars of the future will look like
- construct a problem/solution chart of the developments in wheeled transportation
- construct a timeline for a different mode of transportation.

## The Solar Sail

Keifer is on board a spaceship carrying titanium plastic from factories on the moon to Earth. With a meteor strike just two hours away, Keifer has to think quickly to save the ship and crew from disaster.

### Features of the text

- Science fiction
- Orientation, problem, climax, resolution, conclusion
- Third-person narrative
- Theme of problem solving and lateral thinking

### Purpose

'The Solar Sail' can be used to introduce and reinforce the following skills:

- analysing the features of science fiction writing;
- making, confirming and revising predictions;
- discussing the author's style;
- restating information from the text;
- identifying the main idea.

### Introducing the text

Select one or more of these discussion starters:

- *When would you expect a science fiction story to take place?*
- *What setting might it have?*
- *Are there any similarities between science fiction and realistic narrative?*
- *What kinds of transportation do you think people will be using in the future? Where will they be travelling to?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the middle of page nine. What is the setting for this story? What clues tell you?*
- *What do you think the problem of this story will be?*
- *What information does Keifer use to come up with a solution?*
- *How has the author created a science fiction narrative? Consider the setting, characters, problem and language used.*

### Following up

The students can:

- make a story map to identify the steps in the story
- write a letter from Keifer to her father, explaining the events and the thoughts going through her mind
- use the text to write a procedural text for fixing the sails.

## From Grower to Seller

This article describes the journey that takes place when peony flowers are transported from New Zealand to New York.

### Features of the text

- Log of events
- Dates and times
- Photographs and maps
- Procedural text
- Footnote

### Purpose

'From Grower to Seller' can be used to introduce and reinforce the following skills:

- making inferences;
- using the text as a model for writing;
- sequencing information;
- identifying the organisation and layout of information.

### Introducing the text

Select one or more of these discussion starters:

- *What information is usually included in a log?*
- *What is a footnote? When would you use one?*
- *Why do we send goods between countries?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the introduction on page sixteen. Why would people in the U.S. want peonies the whole year round?*
- *Read pages seventeen and eighteen. Look at Day One. What do you notice about each bullet point? Why has the time been included?*
- *Read page nineteen. What information is included in the footnote? Why was this needed? How is the map useful?*

### Following up

The students can:

- trace the flowers' journey on a world map, showing the times and distances
- construct a flow chart showing this process
- keep a log of something they do weekly, using a similar layout to the article and appropriate diagrams and charts.

## Flying in Style

This multi-genre article explains how aeroplanes have developed over the last forty years and what differences they have made to our travelling.

### Features of the text

- Explanation
- Letters – postcard and email
- Cutaway labelled illustrations
- Fact sheet

### Purpose

'Flying in Style' can be used to introduce and reinforce the following skills:

- making inferences;
- identifying different genres within a piece of text;
- identifying the author's purpose.

### Introducing the text

Select one or more of these discussion starters:

- *How has air travel changed over the last fifty years?*
- *Why has air travel changed?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the postcard on page twenty-two. What do we learn about flying in the 1940s? Why might the writer of the postcard be taking a train to Scotland instead of flying there?*
- *Read to the end of the story. Were your predictions about the changes in air travel correct?*
- *Why do you think the author included the postcard and email in this explanation?*

### Following up

The students can:

- find photographs and diagrams of the aeroplanes mentioned in the article, labelling their features and showing their major differences
- explain what an aeroplane may look like in twenty years' time
- write a letter about a trip on an aircraft in the future.

## Getting Rid of Gerty

Dad can't face getting rid of his old car, Gerty, even though it keeps breaking down.

### Features of the text

- Narrative
- Humour
- Dialogue
- First person

### Purpose

'Getting Rid of Gerty' can be used to introduce and reinforce the following skills:

- using the story structure to make predictions;
- identifying repetitive patterns within a story;
- making inferences.

### Introducing the text

Select one or more of these discussion starters:

- *Why is it sometimes difficult to let go of old things? Why might you eventually throw them out?*
- *What does it feel like when someone won't listen to your advice?*
- *What makes a story funny? How do you think an author makes a story funny?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read pages twenty-six and twenty-seven. Why do you think Dad loves his old car so much? What clues tell you how the family feels?*
- *Who is speaking on these pages? How do we know?*
- *What do you expect to happen on the journey home? What clues from the text support your prediction?*
- *Were you expecting the story to end the way it does?*

### Following up

The students can:

- rewrite the ending of the story so that it has a different outcome
- write a story, using a repetitive structure, about a favourite item that they can't throw away
- write a dialogue between the children and Dad where they try to convince him to get rid of Gerty.

