
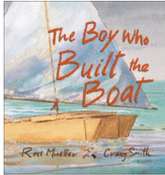


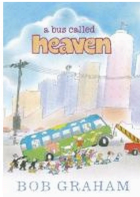

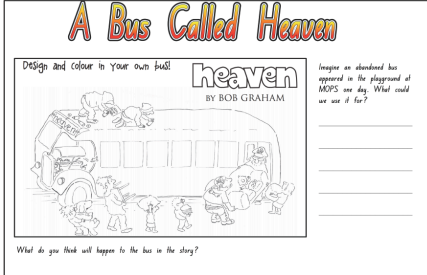


STAGE 1 HSIE UNIT - Transport Literacy Focus

Literary Text	Teaching Activities
<p>Title: How to train a train by Jason Carter Eaton ; illustrated by John Rocco</p> <p>Names: Eaton, Jason Carter / Rocco, John Published: London: Walker Books, 2013 Subjects: Trains - Fiction</p> <p>Physical Description: 38 unnumbered pages : colour illustrations. Type: Text SCIS: 1627402 ISBN: 1-4-0635078-8 Copies: 1 of 1 at Junior Fiction F EAT</p> <p>Notes: Summary: In this illustrated picture book, children who love locomotives will discover where trains live, what they like to eat and the best train tricks around!</p> 	<p>Read and discuss the story. How does the illustrator make it look like the train is a pet? Focus on page with “photos” of the train pets. Students imagine they had a pet train. They complete the worksheet, providing answers to questions about:</p> <ul style="list-style-type: none"> * name of train * how it was caught * what it would like to do * what it is scared of * what tricks they would teach it <p>Students finish by drawing a picture of their train.</p>
<p>Title: The boy who built the boat Ross Mueller, Craig Smith</p> <p>Names: Mueller, Ross / Smith, Craig Published: Crows Nest, N.S.W.: Allen & Unwin, 2006 Subjects: Boatbuilding - Fiction / Boys - Fiction</p> <p>Physical Description: [32] p. : col. ill. Type: Text SCIS: 1255538 ISBN: 1-7-4114393-4 Copies: 0 of 1 at Premier's Rdg Challg K-2 MUE</p> <p>NSW Premier's Reading Challenge - Challenge K-2 ID #88086</p>  <p>Henry, his sister and teddy set out to build a boat from scratch. Rhythmic text celebrates the simple joy of making things.</p>	<p>Read the story Students discuss the equipment the boy needed to build his own boat. What things did the boy do to make a good boat? Students write a set of instructions for making a boat of their own. Following the procedural text format, they list the things they would need and the steps that they would follow. Students illustrate their work, by drawing their own boat on the back of the sheet.</p>
<p>Title: Monsieur Albert rides to glory Peter Smith ; illustrated by Bob Graham</p> <p>Names: Graham, Bob / Smith, Peter Published: Crows Nest, N.S.W.: Allen & Unwin, 2012 Subjects: Aged - Poetry / Australian poetry / Bicycle racing - Poetry / France - Fiction / Stories in rhyme</p> <p>Physical Description: [29] p. : col. ill. Type: Text SCIS: 1579195 ISBN: 1-7-4237680-0 Copies: 1 of 1 at Junior Fiction F SMI</p> <p>NSW Premier's Reading Challenge - Challenge K-2 ID #3584</p> <p>Genre: Humorous fiction / Picture books Monsieur Albert enters the Grand Cycle Race, but he's up against Francois, the champion of France. Can he possibly win?</p> 	<p>Read the story Students discuss and recount elements from the story. Students discuss what important safety element is not part of Monsieur Albert's outfit. Students design a helmet for Monsieur Albert.</p>

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Literary Text	Teaching Activities
<p>Title: <i>Laika</i> Owen Davey</p> <p>Names: Davey, Owen Published: Crows Nest, N.S.W.: Allen & Unwin, 2014 Subjects: Dogs - Fiction / Space flight - Fiction Physical Description: 32 unnumbered pages : colour illustrations. Type: Text SCIS: 1651519 ISBN: 1-7-4331893-6 Copies: 0 of 1 at Junior Fiction F DAV Notes: Summary: The true story about Laika, the first-ever dog launched into orbit, imaginatively retold with its own very special happy ending in this stylishly rendered picture book.</p> 	<ul style="list-style-type: none"> * Students listen to a reading of the story. * Identify true and false statements from the sentences given. * Discuss the ending of the story: why did the author choose to write a happy ending for Laika? * How likely do you think it is that this ending is true? * Students record their own opinion about what happened to Laika. * Using the illustrations as a basis, students design their own space rocket.
<p>Title: <i>A bus called Heaven</i> Bob Graham</p> <p>Names: Graham, Bob Published: London: Walker, 2011 Subjects: Buses - Fiction / Community life - Fiction / Cooperation - Fiction Physical Description: [38] p. : col. ill. Type: Text SCIS: 1525882 ISBN: 1-4-0633419-7 Copies: 2 of 2 at Junior Fiction F GRA NSW Premier's Reading Challenge - Challenge K-2 ID #24726</p>   <p>One morning, a broken old bus appears, from nowhere, right outside Stella's house. Everyone wonders how it got there. When Stella climbs on board, she sees everything that it could become. So the lonely old bus becomes the place to hold meetings, play games and share stories. But one day, a tow truck arrives, threatening to take away not just the bus, but everything the community has worked hard to create.</p>	<ul style="list-style-type: none"> * Read and discuss the story. * Why is it important to save the bus? * What do you think will happen to the bus? * How could we use an old bus, if one suddenly appeared in the playground at MOPS? * Students complete worksheet. 
<p>Title: <i>Mr Gumpy's motor car</i> John Burningham</p> <p>Names: Burningham, John Published: Harmondsworth: Penguin, 1979 Series: Picture Puffins Subjects: Motor cars - Fiction Physical Description: [32] p., col. ill Type: Text SCIS: 122263 ISBN: 0-14-050300-5 Copies: 1 of 1 at Junior Fiction F BUR</p>	<ul style="list-style-type: none"> * Students listen to a reading of the story. * Students discuss possible reasons for Mr Gumpy's car becoming stuck. * Students design a new car, with modifications that they think would prevent Mr Gumpy from becoming stuck. * Students share their ideas with the class group.

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Literary Text	Teaching Activities
<p>Title: Six hogs on a scooter by Eileen Spinelli ; pictures by Scott Nash</p> <p>Names: Nash, Scott / Spinelli, Eileen Published: New York: Scholastic, 2001 Subjects: Pigs - Fiction / Transport - Fiction Physical Description: [32] p. : col. ill. Type: Text SCIS: 1186883 ISBN: 0-439-27906-2 Copies: 1 of 1 at Junior Fiction F SPI</p>	<p>Students listen to the story. Recall: how many different forms of transport did the hogs try to use? Discuss: Which do you think was the best choice and why? Which do you think was the worst choice and why? The book ends with the 6 hogs asleep at the bus stop. Students design a form of transport that the hogs could use to get home that night. It needs to:</p> <ul style="list-style-type: none">- be big enough to fit 6 hogs inside- be strong enough to carry them- have some sort of light so that it is safe to use in the dark. <p>Students are encouraged to use their imagination.</p>