**Learning about Road Construction through Read Aloud**

[MUSIC PLAYING]

TEACHER 1: All right. Today our story is called, Roadwork and stuff. What do we call this part of the book?

Who remembers, what do we call this part of the book? Taylor, what do we call this part?

STUDENT: Cover.

TEACHER 1: And is it the front or the back cover?

STUDENT: Front.

TEACHER 1: Front cover. So, everybody, this of course would be the?

STUDENT: Back cover.

TEACHER 1: Back cover. All right. So Sally Sutton, she is our author today. Who remembers that author's job? Kendrick, what does our author do?

STUDENT: To make the book.

TEACHER 1: They make the book with writing the?

STUDENT: Pictures.

TEACHER 1: Ooh, hang on, we're still on Kendrick. Writing the what [INAUDIBLE]?

STUDENT: Pictures. [INAUDIBLE].

TEACHER 1: Writing the words, right, and stuff. So our illustrator is Brian Lovelock. So what is our illustrator's job, Harper?

STUDENT: To write the letters.

TEACHER 1: Our author's job was to write the letter, right? Write the words. So what is our illustrator's job then?

STUDENT: Make the pictures.

TEACHER 1: There you go, make the pictures. So Brian Lovelock of course did the picture on the front as well.

"Plan the road, plan the road, mark it on the map. Hammer in the marking peg, ping, bang, tap. Move the earth, move the earth, dig and cut and push. Clear the pathway for the road, screech, boom, whoosh.

"Load the dirt, load the dirt, scoop and swing and drop. Slam it down into the truck, bump, whump, whop. Tip the stones, tip the stones, lift and slide and dump. Lay the groundwork for the road, crash, roar, thump.

"Pack the ground, pack the ground, roll one way then back. Make the roadbed good and hard, clang, crunch, crack. Seal the road, seal the road, make it hot and squishy. Spread the sticky tar and stones, sploshy, splashy, splishy.

"Roll the tar, roll the tar, make it firm and flat. Squash it down and press it out, squelch, spluck, splat." That was a funny word. "Stop the work, stop the work, time to break for lunch. Sandwiches and drink and fruit, gulp, slurp, crunch.

"Mark the road, mark the road, give the paint a squirt. Paint the lines and nice and straight, whizz, splop, splurt. Raise the signs, raise the signs, drag and hoist and ram. Force them down into their holes, thwack, whomp, wham.

"Light the road, light the road, no one wants a crash. Test the lights and watch them shine, flick, flack, flash. Plant the trees, plant the trees, dig and stamp and lug. Water them to help them grow, drip, drop, glug.

"Tidy up, tidy up, lift and load and sweep. Drive away those big machines, swish, chug, beep. Shout hooray, the work is done, ready now? Let's zoom. Drive along your brand new road, toot, honk, vroom."

So there was a lot of different steps in making that road, wasn't there? So we have a lot of machines in that building as well, don't we? So this page, they tell us what those machines are actually all called.

I need you to turn to your partner right now, and I want you to tell them something that you learned today about building a road.

STUDENT: I think what we do-- [INAUDIBLE] I go first. I think what on the roads they make [INAUDIBLE]. I think they use signs. I think they make [INAUDIBLE].

TEACHER 1: OK, if you can start to wrap up. If you both shared, I want you to turn back to me. If you haven't both shared yet, let the last person share, though. Everybody got to share?

STUDENT: Yes.

TEACHER 1: All right. And did everybody learn something new today about building a road?

STUDENT: Yes.

TEACHER 1: OK, well we're going to go over to our desks. And I have this page copied for you that you have on your desk. Because we're going to talk a little bit more about all of the equipment that they used in order to build that road. Let's re-read this page first, though.

So we've got, "move the earth, move the earth, dig and cut and push, clear a pathway for the road, screech, boom, whoosh." So what I want you to do is, using your paper, talk to your partner and see if you can find those machines that are on this page. Find the machines that they're using on this page. Can you point to them for your-- talk with your partner, see if you agree. Find those machines on your page.

STUDENT: I found one. I found one right here. Yeah, I found this one. This one.

TEACHER 1: Talk with your partner. What are they doing to make the road?

STUDENT: They're putting in dirt. They're putting in dirt and rocks and stuff. And then they put on paint. And then they put on that stuff.

Paint? That's not paint. And then they put the paint, the paint on it, and make those lines. Uh-huh.

TEACHER 1: All right. Did you and your partner agree?

STUDENT: Yes.

TEACHER 1: All right, who can tell me one of the machines that is on our page right now? Bella, can you guys tell me one of the machines?

STUDENT: Excavator.

TEACHER 1: The excavator. Nice job. You even got the right word there and stuff. And do you remember what-- Harlow, what is the excavator doing to build the road?

STUDENT: It's digging the dirt.

TEACHER 1: Digging the dirt. Nice job. Danny, do you guys have a different one?

STUDENT: Bulldozer.

TEACHER 1: The bulldozer is used. All right. Kendrick, what's the bulldozer doing to build the road?

STUDENT: Rowing it.

TEACHER 1: Flattening it out and stuff, pushing that dirt. All right, let's go to the next page. "Load the dirt, load the dirt, scoop and swing and drop, slam it down into the truck, bump, whump, whop."

All right, take a look at this page. Do we have some new equipment on here?

STUDENT: Yes.

TEACHER 1: All right, find that new equipment on your paper. Talk to your partner, though. Talk to your partner. Find the new equipment.

STUDENT: I found this one, [INAUDIBLE].

TEACHER 1: Talk to your partner.

STUDENT: [INAUDIBLE] . I found this one.

TEACHER 1: We already talked about that excavator. What's the other one on that page that we haven't talked about yet? Ah, what is that guy on the side, do you see which one he's pointing to?

STUDENT: Dump truck.

TEACHER 1: Ah, the dump truck. All right, now talk to each other and decide what is it that that dump truck's job is on the building of the road.

STUDENT: It picks up dirt. Yeah, [INAUDIBLE].

TEACHER 1: What's his job for building the road?

STUDENT: Oh this dump truck's job to dump dirt. It picks up the dirt. In mine and yours. [INAUDIBLE] to fix out in the right area. Yes, and this scoops up the dirt. And this moves the dirt, make it [INAUDIBLE].

TEACHER 1: All right, did you talk to your partner?

STUDENT: Yes.

TEACHER 1: All right, who found our new piece of equipment? Nasaya, I know you knew the name. What was the name of our new equipment?

STUDENT: Dump truck.

TEACHER 1: Dump truck, dump truck. They got rid of some of the dirt, didn't they? So it's his job to take it out of there, right? OK, let's go to our next page.

All right, it says, "tip the stones, tip the stones, lift and slide and dump, lay the groundwork for the road, crash, roar, thump." So we had a big word in there, didn't we? We had the big word of groundwork.

I want you to talk to your partner. What do you think they're talking about with groundwork? What is groundwork?

STUDENT: Because that's how you build the road.

TEACHER 1: Try to figure out that word, groundwork.

STUDENT: [INAUDIBLE] I don't know what to say. The excavator picks up dirt. No, the dump truck does. And that does. And then [INAUDIBLE].

TEACHER 1: All right, do you and your partner agree?

STUDENT: Yes.

TEACHER 1: All right, who thinks they can tell me, what is groundwork? Nothing to do with the machines at this point. What is groundwork?

STUDENT: The ground.

TEACHER 1: Kendrick, what's groundwork?

STUDENT: To work on the ground.

TEACHER 1: To work on the ground. OK, that makes sense, doesn't it? Because you hear those two words in there, right? All right. Taylor, what did you guys come up with? What is groundwork?

STUDENT: To build it.

TEACHER 1: To build. Peyton, did you guys come up with something else for ground work?

STUDENT: They put stuff in the ground.

TEACHER 1: OK. And did you have something else, [INAUDIBLE]? What else?

STUDENT: They put rocks in it.

TEACHER 1: They put rocks in it. Hmm, all right. So you guys had a lot of good definitions for that groundwork.

Do you see a new piece of equipment that we haven't seen yet? Find it on your paper. Find it on your paper. Talk to your partner.

STUDENT: I think it's rolling and pressing on it. No, it's rolling and rolling and rolling, and making the road flat. I think it's pressing it and rolling. I think it's painting and rolling.

I think it's putting those white stripes and the [INAUDIBLE], I mean the orange thing, putting on the road. No, I think it's the two, they dig and dig, and roll and roll and paint and paint. I think it's pressing the road and painting it. No, it's this, this [INAUDIBLE].

TEACHER 1: All right. Did you find the equipment?

STUDENT: Yes.

TEACHER 1: Did anybody remember what the name of the equipment is, though? Aiden, do you remember it?

STUDENT: Steamer.

TEACHER 1: Oh, steamroller. Nice job. And what's its job for making the road? Lots of you got this one. Macy, what's its job?

STUDENT: To roll the road down.

TEACHER 1: To flatten it down, to roll it down and stuff? All right. "Raise the signs, raise the sign, drag and hoist and ram, force them down into their holes, thwack, whop, wham." All right, first of all, find that piece of equipment that you see on there. Do you see him?

OK, but this time I need you to talk to your partner, what is the word hoist mean? And it has to do with that piece of equipment. So tell your partner, what is the word hoist mean? What do you think hoist is?

STUDENT: To lift up stuff. I do agree. Me, too. Lift up stuff. I think it's rolling-- I think it's rolling, driving on it. [INAUDIBLE]

It lifts things up. [INAUDIBLE] That is hoist. Hoist? Hoist. Noise?

TEACHER 1: [INAUDIBLE] what does hoist mean?

STUDENT: Build.

TEACHER 1: You guys [INAUDIBLE] and thinks it means build. OK, because we are talking about building the road, right? Can we go a little bit more? Taylor, what is hoist?

STUDENT: It means you put cement on it.

TEACHER 1: OK, so you, Macy, are thinking that it means to put cement on it and stuff? So listen to that first sentence again. "Raise the sign, raise the sign, drag and hoist and ram." So, Kendrick?

STUDENT: To lift things up.

TEACHER 1: To lift things up. Is that crane lifting the sign up?

STUDENT: Yes.

TEACHER 1: So when they say hoist they mean to lift it up, right?

STUDENT: Yes.

TEACHER 1: All right, nice work. All right, I want you to flip the paper over because this one has nothing to do with the machines. All right, you ready to listen to this?

STUDENT: Yes.

TEACHER 1: So this one says, "plan the road, plan the road, mark it on the map, hammer in the marking peg, ping, bang, tap." Did you notice in our book how they repeated that first sentence every time? I want you to decide with your partner, why do you think Sally Sutton, our author, decided to repeat that sentence twice? Talk to your partner. Talk to your partner, right now.

STUDENT: Maybe it's just to, like, [INAUDIBLE] making the big words.

TEACHER 1: All right. Did you and your partner decide why she rewrote that twice? All right, let's hear it, what do you think? Why did she make that sentence to go twice? Harper?

STUDENT: The people are going over the road when they're not supposed to because they're still building.

TEACHER 1: OK, so they're still working on it. So that's why she wrote it twice, so they listen to her? OK. Harlow?

STUDENT: Because everybody couldn't hear.

TEACHER 1: Oh, so they couldn't hear the first time. OK, so did she do it on all the pages?

STUDENT: No. Yes.

TEACHER 1: Let's read through some more of the pages. Let's just read the first sentences and let's see. So we had, "plan the road, plan the road." This one says, "move the earth, move the earth." So she did it there again, right?

"Load the dirt, load the dirt." "Tip the stones, tip the stones." So did she do it on almost all the pages?

STUDENT: Yeah.

TEACHER 1: OK. Good. Have a different answer of why she did that? Why did she do that? Kendrick, what are you thinking?

STUDENT: Because they're doing the same thing [INAUDIBLE].

TEACHER 1: They're doing the same thing over and over. Do you think when they're done with this road, are they going to go build another road?

STUDENT: Yes.

TEACHER 1: Are they going to do it in a different order?

STUDENT: No. The workers always do the different things all over again.

TEACHER 1: All over again. So they're going to do the same thing all over again, right?

STUDENT: Mm-hmm.

TEACHER 1: So do you think that's why she repeated the words? All right.

Today we're going to pick one of the steps in that road building. So I want you to think of all the different steps that they did to build that road. Do you remember them?

OK, there was quite a few, wasn't there? So is there a right answer? There is not, is there. So I want you to draw a picture of your favorite-- of the step, one of the steps that you remember. OK.

Today we're just going to draw the picture. I'm going to come around and ask you your sentence to go with it. Tomorrow we're going to talk about putting them in order, because, do we have to do them in a certain order? Otherwise the road's not going to be built right, is it? So we have to do them in a certain order.

But today I just want you to focus on one of the steps. OK?

STUDENT: Dump truck.

TEACHER 1: You want to look at this [INAUDIBLE].

STUDENT: [INAUDIBLE]

TEACHER 1: All right, [INAUDIBLE]. [INAUDIBLE] All right, Sarah. I like your machine. What machine did you do?

STUDENT: This one.

TEACHER 1: The steamroller? And what does that steamroller do for the road? What was his part? Do you remember what step he did of the steamroller?

STUDENT: [INAUDIBLE]

TEACHER 1: Think about those big-- what does he do with those big heavy drums? They call them drums. What does it do to that dirt? Pushes it?

STUDENT: Down.

TEACHER 1: Pushes it down. OK. Steamroller pushes. All right, Aiden. Oh, you've got a different machine. Which one did you do?

STUDENT: Dozer.

TEACHER 1: The dozer. And what does that dozer do for the road? What step?

STUDENT: Picks the dirt up.

TEACHER 1: Picks the dirt up. So the dozer picks the dirt up.

STUDENT: Yes.

TEACHER 1: What's your equipment?

STUDENT: The roller.

TEACHER 1: The roller, the steamroller. And what is that steamroller doing? Flat, is that what you were going for?

Tomorrow, remember we said we were talking about putting them in order. We're going to sequence is what we call it. So that's what we're going to do tomorrow. So I want you to think about these machines tonight and what order did they go in and what order did they build the road in tomorrow.