



Summary

This book is about simple machines that we use every day. Real world examples are given for each simple machine.

Guided Reading Level	Lexile Level	100th word	Total Word Count
D	100	NA	89

Standards:

Common Core Language Arts

- Know and use various text features
- Distinguish information provided by pictures and by text

Science Standard

- Knows objects can be moved in a variety of ways

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use a variety of beginning and ending techniques Create and use informational text features	Using graphic features Summarizing information	Use picture clues Use strong action verbs Use ending marks to read with fluency	lever machines pulley ramp screw wedge

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **I Use Simple Machines** – Introduce **I Use Simple Machines** by looking at the cover and starting a discussion about what students know about simple machines.
Suggested questions to facilitate introductory conversation:
 - *What is a machine? Can you name a machine and its use?*
 - *Why do you think machines are so important to us?*
 - *What kinds of machines do you use every day?*
3. Skimming and Scanning **I Use Simple Machines** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - *Let's read page 3 together. Why do you think the author made the word machines in bold letters?*
 - *Skim the rest of the book. Do you see the pictures that look like pieces of paper that are pinned to the book? Point to one. This is called a caption. Captions tell us about the picture. Why are captions important to the reader?*
 - *A diagram is a picture that has labels telling you what it is. Can you find a diagram in the book? What is it telling us?*
4. Reading **I Use Simple Machines** – Students read independently or with a partner.
5. After reading **I Use Simple Machines** – Open the conversation with a question that relates to the comprehension strategy of summarizing. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - *What is a simple machine? Why are they important to us?*
 - *Can you name at least three simple machines? Have you ever used any of these machines? Please explain.*
 - *What is something new that you learned about simple machines?*
 Suggested after reading lesson focus prompts:
 - *I noticed (student's name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)*
 - *Did you use the Glossary to help you when you did not understand a word? Explain how the Glossary helped you as a reader.*
 - *Can you think of another object that is made up of more than one simple machine?*
6. After Reading Application for **I Use Simple Machines** – Have students complete the reproducible on using graphic features.

Name: _____

Date: _____

Characteristics of a _____

Directions: Choose one thing you learned about in the book. Draw a diagram of it and label its important characteristics. Write a title for your illustration.



A large rectangular box with a thin black border, intended for a student to draw a diagram of a machine and label its characteristics. A horizontal line is drawn near the top center of the box, serving as a starting point for a title.