



Which Inventions Changed the World?

1 Look at the contents pages. Which section do you think will discuss inventions related to transportation?

Common Core State Standards (Reading: Informational text): RI.1.4, RI.1.5, RI.2.2, RI.2.4, RI.2.5, RI.3.4, RI.3.5

2 Which section of the book would help you find key words quickly?

Common Core State Standards (Reading: Informational text): RI.1.5, RI.2.5, RI.3.5

3 Flick through the book and spot the seven fact boxes. Describe at least two of their features.

Common Core State Standards (Reading: Informational text): RI.1.5, RI.1.6, RI.2.5, RI.3.5

4 Look at the image and the description of an early bicycle on page 9. How do you think this bike was made to move? Do you think the author has made this clear enough? Explain your reasons.

Common Core State Standards (Reading: Informational text): RI.1.1, RI.1.7, RI.2.1, RI.2.7, RI.3.1, RI.3.6, RI.3.7

5 Look at page 12. Why is there a picture of a kingfisher next to the picture of the bullet train?

Common Core State Standards (Reading: Informational text): RI.1.1, RI.1.3, RI.1.6, RI.1.7, RI.1.8, RI.2.1, RI.2.7, RI.2.8, RI.3.1, RI.3.7, RI.3.8

6 Look at pages 14 and 15. What question do these pages answer?

Common Core State Standards (Reading: Informational text): RI.2.2, RI.2.6

7 Look at page 24. Choose two words from the text that could act as one-word labels for the two images.

Common Core State Standards (Reading: Informational text): RI.1.5, RI.1.7, RI.2.1, RI.2.5, RI.2.7, RI.3.4, RI.3.5, RI.3.7, RI.3.8

8 Look at the glossary and the index. In what order are the words listed on each page? Do you think this is a helpful way to organize them? Why is that?

Common Core State Standards (Reading: Informational text): RI.1.5, RI.2.5, RI.3.5.

Answers

- 1 On the Move
- 2 the index

- 3 The student should identify at least two of the boxes' common features: the blue box, heading, attached image (usually in a round frame), and/or paragraph of body text.
- 4 The bike was moved by the rider propelling it forward with their feet (a little like a modern-day scooter) as they sat on it. Students should be able to infer this from the image, which shows no pedals but a seat and handles on the crossbar, and from the descriptions in the text: "it didn't have a chain, pedals, or brakes." "It used people power!" The student's answer to the second question will depend on how easy they found the inference: the movement isn't explained and the image isn't labeled.
- 5 The text says, "The bullet train was designed to look like a kingfisher's bill." The positions of the two images are intended to help the reader see in what ways their shapes are (or aren't) similar.
- 6 What inventions helped with medicine? (or similar)
- 7 The words "telephone" and "wires" (or, possibly, "network") could act as labels for the pictures.
- 8 The terms on each page are ordered alphabetically. The student may hold either opinion, but should justify it. For example: "It is helpful because it means there is a system that helps you find words quickly: " / "it would be easier to find the words if they were in the order they appear in the book."