

Make It Move!

Level L

Student Name: _____ Accuracy _____ %

Running Word count: 303

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Look all around you. Everywhere people, animals, and things are moving. To get something moving, someone or something must push or pull it.				
4	Loads - A load is something we want to move. Anything can be a load: people, cars, books, rocks, wood, food, water, toys.				
5	We can use our muscles to push or pull a load. Simple machines help us move loads. What makes a wagon useful when moving a load?				
6	Wheels - Wheels are simple machines that make it easier to move loads. Before wheels were invented, heavy loads had to be dragged. Wheels turn smoothly and allow loads to be moved more easily.				
8	You can make a toy with wheels. What you need: *4 spools *2 straws *a milk carton *masking tape What you do 1. Insert each straw through 2 spools. 2. Wrap some masking tape around each end of the straw to keep the spools from falling off. 3. Tape the straws to the bottom of the milk carton.				
10	Inclined Planes – An inclined plane or a ramp also makes it easier to move a load. Lifting a load straight up takes a lot of work. It is easier to push a load up an inclined plane. Ramps make it easier for people in wheelchairs to get around.				
11	A ramp on the back of a truck makes it easier to move loads up into the truck. Ramps make it easier to move loads up <i>and</i> down.				
12	Try this experiment. What you need: *string * a rubber band * 2 books * 1 glue bottle . What you do: 1. Tie the centre of a short piece of string around the top of the glue bottle. 2. Tie the other end of the string around the rubber band. 3. Raise the end of the rubber band until the glue bottle is lifted off the table. Observe how far the rubber band stretches.				

Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"> • Becomes familiar with story language patterns. • Uses pictures to predict/support the text • Recognizes high frequency words • Attempts to decode unknown words independently • Will read on then revisit to decode • Reads for meaning (it makes sense) • Will reread text to construct meaning • Uses contextual clues to decode unknown words • Can make reasonable predictions • Reads with fluency • Reads with expression • When reading: <ul style="list-style-type: none">omits words from text repeats words makes substitutions inserts additions self corrects 	<ul style="list-style-type: none"> • Ignores sound/letter relationships • Fails to use pictures for support • Limited eight word vocabulary • Will stop at unknown words • Depends upon teacher for support • Reads without meaning • Continues reading after meaning loss • Ignores contextual clues when reading • Hesitant to predict • Reads word for word • Reads with a lack of expression

Notes: