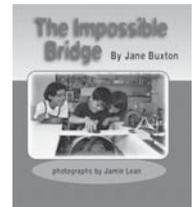


# The Impossible Bridge

by Jane Buxton

photographs by Jamie Lean



## Book Summary

*The Impossible Bridge* recounts how a group of children build a variety of bridges to solve problems and challenges.

## Features of the Book

- A range of genres, including diary, recount, report writing, and instructions.
- The use of close-up photography to show detail.
- The use of specialized vocabulary – “beam,” “arch,” and “suspension.”
- The contractions – “wasn’t,” “can’t,” “it’s,” and “isn’t.”
- The use of compound words – “cardboard,” “today,” “awesome,” and “lengthways.”
- The use of the possessive apostrophe – “Mr. Keith’s” and “Engineers’.”
- An environment that encourages children to use problem-solving strategies.

## Purpose

*The Impossible Bridge* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- recognizing the features of different genres;
- discussing the organizational structure of the text;
- summarizing the ideas from a story;
- developing the skill of writing in a sequential manner.

## Introducing the text

Discuss with the children the cover photograph.

- *What are the children making?*

Look at the title of the book and the names of the author and photographer.

- *Who could the engineers be?*
- *What could they be writing a report on?*
- *Why might it be called The Impossible Bridge?*

## Reading the text

- Recognizing the features of different genres.

- Discussing the organizational structure of the text.

- Summarizing the ideas from a story.

Pages 2 and 3 – Look at the structure of the text.

- *What does the heading tell us?*

Discuss the features of a diary.

- *Why has the book been written like this?*

- *Why did they need to build a bridge?*

Pages 4 and 5

- *What time span has passed since the last diary entry?*

Compare the features of the beam and arch bridges.

- *Which bridge was stronger? Why?*

Pages 6 and 7

- *What is an engineer’s report? What information would the engineers need to include?*

Discuss the features of the engineers’ report.

Pages 8 to 10

- *How does the truss make this bridge stronger?*

Pages 11 to 13

- *What special features does a suspension bridge have?*
- *Why is it good for a wide gap?*

Pages 14 to 16

- *Do you think Mr. Keith’s challenge is impossible?*

Children now read the book independently.

## Revisiting the text

Discuss the features of diaries and reports and why each need to be written in a special order. Explain that diaries are written in the order the events happen (time order), and reports begin with the problem, move to the procedure, and end with the conclusion.

## Following Up

- Developing the skill of writing in a sequential manner.

 Make one of the bridges in the book. Write instructions for a friend to follow. Support your writing with diagrams.

- Complete the blackline master opposite.