

Roadwork

by Sally Sutton / illustrated by Brian Lovelock



Synopsis

Roadwork

HC: 978-0-7636-3912-9
\$15.99 (\$18.00 CAN)

Roadwork

BB: 978-0-7636-4653-0
\$6.99 (\$9.00 CAN)

Construir una carretera

(Spanish edition)
BB: 978-0-7636-6494-7
\$6.99 (\$8.00 CAN)

Learning Areas:

English
Art

Age Range:

Preschool–Kindergarten
Ages 2–5

Themes:

Picture Book
Roles in Society
Working
Building
Creating
Roads & Transportation
Onomatopoeia

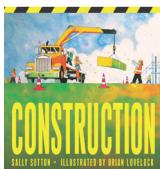
Roadwork is made with machine-loving preschoolers in mind, especially those who love the exciting noise words, rhythms, and rhymes. *Roadwork* aims to differ from other machine books in that it shows an actual project being completed from start to finish, in this case, the building of a road. Includes a pictorial glossary of all the vehicles with a short caption of what each machine does.

Author/Illustrator Focus

Sally Sutton is a playwright and children's writer. *Roadwork* is her third picture book.

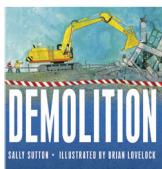
Brian Lovelock is a scientist working in the power industry in New Zealand. He has painted all his life but has only recently ventured into the world of book illustration.

More from Sally Sutton and Brian Lovelock:



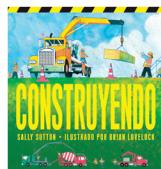
Construction

HC: 978-0-7636-7325-3
BB: 978-0-7636-7975-0



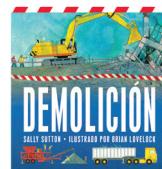
Demolition

HC: 978-0-7636-5830-4
BB: 978-0-7636-6493-0



Construyendo

BB: 978-0-7636-7976-7

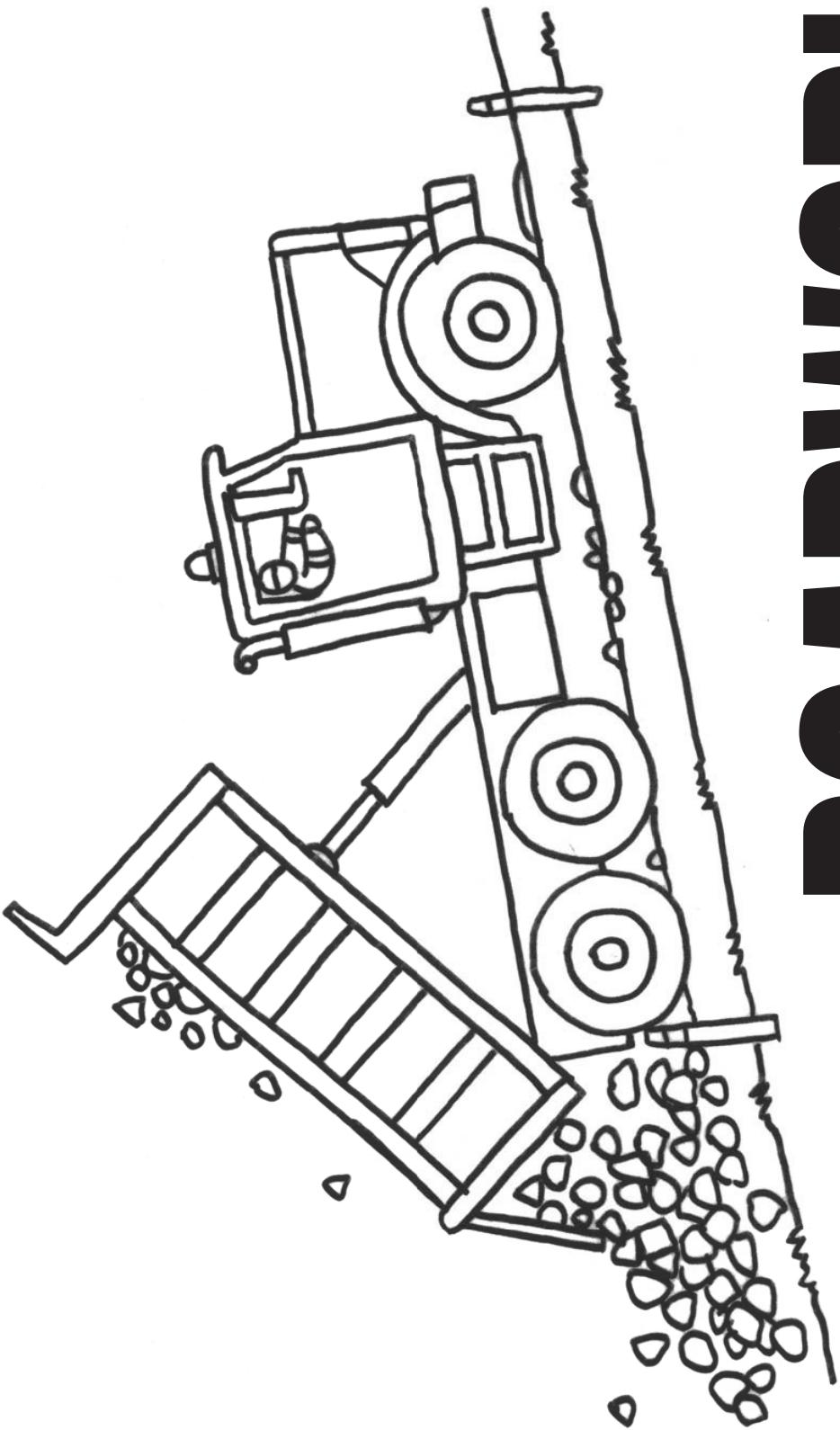


Demolición

BB: 978-0-7636-7031-3

Activity Ideas

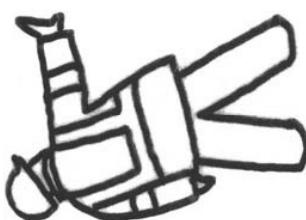
- View the cover and title. Ask students to identify:
 - The title of the book
 - The author
 - The illustrator
 - The publisher
- Ask students: Looking at the front and back cover, what information can you learn about the book? What do you think this book is about? How do you think the book will begin/end? What type of book is this, and where would you expect to find it in your library?
- Discuss the role of workers/builders in the community. What are their roles and responsibilities? What do they do? Why do we need them? What special equipment do they need?
- Ask students to help you create a time line that reflects the building of the road. On a board or a large piece of paper, list the steps in order. To extend this activity you can put each action on a separate piece of paper and have students place these in order.
- Some of the text is in large black capitals. Ask students if they know why. What does this tell you to do when you are reading it? Reread the text aloud, emphasizing these parts. Then have students clap each time an exclamation mark is used.
- Using a selection of musical instruments, ask students to find instruments/sounds that best reflect the onomatopoeic words.
- Have students identify the rhyming words on each page. Can they think of any other words that rhyme with these?
- Ask students to identify the words that begin with the same letter on each page.
- Ask students: Why is it important to break for lunch? Why is it important to have a healthy meal in the middle of the day? What are the workers eating?
- Ask students: Why are there lines on the road? What do these mean and who are they for? What signs and traffic symbols are important to look for when you are crossing the road?
- View the pictorial glossary at the back. Read aloud what every machine does. Then reread the story, stopping at each machine to quiz students on its function.
- What are the people wearing? Discuss with students why it is important for these people to wear protective clothing. Ask students to think of other professions where you might need to wear protective clothing (e.g., firefighter, police officer, race-car driver).
- The illustrations in this book were painted with pigmented inks. On most pages paint has been spattered to create texture. Have students experiment with this technique.



ROADWORK

SALLY SUTTON • ILLUSTRATED BY BRIAN LOVELOCK

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