

## TEACHER READING GUIDE

# Dig, Dump, Roll

written by Sally Sutton  
illustrated by Brian Lovelock

This book is from  
the **Construction  
Crew** series.



**Essential Question:** How does describing objects, actions, and events increase children's vocabulary?

### BOOK SNAPSHOT

Selected from the New Worlds  
Reading Initiative Booklist

**Text Type:** Informational

**Genre:** Nonfiction, Picture Book

**Themes/Topics:** Construction,  
Machines

**Social & Emotional Development:**  
**III.D.4.a** – Uses words to communicate  
personal characteristics, preferences,  
thoughts, and feelings

### SKILLS ALIGNED WITH FLORIDA'S EARLY LEARNING AND DEVELOPMENT STANDARDS

#### Word Work

#### IV.F.2.f

Demonstrates age-  
appropriate phonological  
awareness with rhyme

#### Vocabulary

#### IV.C.1.a

Demonstrates  
understanding of age-  
appropriate vocabulary

#### Comprehension

#### IV.C.2

Uses increased *vocabulary*  
to describe objects, actions,  
and events

### BUILDING BACKGROUND

In *Dig, Dump, Roll*, people use machines to build something.

- Provide a child-friendly definition of **machine**.
  - A **machine** is an object that does a specific job.
- Discuss what machines people use and why they use them for particular jobs. For example:
  - People can use a wagon to move a large toy from one place to another. Why is using the wagon easier than carrying the toy?

In this book, we will learn about machines that people use to build things.

### PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language, vocabulary, knowledge, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book ahead of time.
- Identify any words or parts that might need additional clarification.
- Plan how to introduce the book to children.
- Write down questions and comments you will ask during reading.
- Have fun!

## WORD WORK – DETECTING RHYME

### IV.F.2.f Shows age-appropriate phonological awareness

In this activity, highlight rhyming pairs to strengthen phonological awareness.

Explain the concept of rhyming words to the children.

- Rhyming words are words that have the same middle and ending sound, like *town* and *frown*.
- Model this concept by providing an example.

Say:

- “*Crash, smash*. Do *crash* and *smash* rhyme? Yes, *crash* and *smash* rhyme.”
- “*Crash* has the /ăsh/ sound in the middle and end of the word. Listen: /kr/ /ăsh/.”
- “*Smash* has the /ăsh/ sound in the middle and end, too. Listen: /sm/ /ăsh/.”
- “They both have the same middle and end sound, so they rhyme: *crash, smash*.”

Continue identifying pairs of rhyming words in *Dig, Dump, Roll*:

p. 5 <b>bang, clang; shudder, judder</b>	p. 13 <b>squash, splosh; creaka, squeaka</b>	p. 21 <b>wham, bam; hammer, slammer</b>
p. 9 <b>slam, wham; tippa, slippa</b>	p. 17 <b>splooosh, swoosh; splisha, swisha</b>	p. 25 <b>wiggle, giggle</b>

#### Try This!

##### What’s at work? Here’s a clue:

- Show children that the same text is repeated on every page:
  - What’s at work? Here’s a clue:
- Encourage the children to join in with this phrase when reading the story out loud.
- Point to the words as you read to encourage word recognition.

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**rumble** (p. 1): If something **rumbles**, it makes a low noise for a long time. Machines **rumble** when they work.



**clear** (p. 2): **Clearing** describes removing unwanted things from a place. Some construction vehicles **clear** the ground so that it is ready for building.



**clue** (p. 1): A **clue** describes something that helps someone solve a problem or a mystery. The author gives the reader a **clue** about which machine is at work.



**frame** (p. 22): A **frame** describes connected bars that give a building shape and make it strong. The workers build a **frame** for a new building.

### Vocabulary Extension Activity

Encourage children to make personal connections with each word to reinforce their understanding of the vocabulary. Model how to make a personal connection using the target vocabulary word.

- For example, say: “When was the last time you heard a **rumble**, and what did it mean? Once, when I heard a **rumble** in my stomach, I knew that I was hungry.”

## IV.A.2.a Increases knowledge through listening

- **Benchmark a:** Identifies the main idea; some details of a conversation, story, or informational text; and can explicitly connect what is being learned to own existing knowledge

## IV.C.2 Uses increased vocabulary to describe objects, actions and events (expressive)

- **Benchmark b:** Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)



### Before:

- Introduce the book *Dig, Dump, Roll* by Sally Sutton.
  - Display the front cover.
  - Read the book title and the name of the author and illustrator.
  - Ask volunteers to tell what the author and illustrator do. Show examples of words and illustrations from the front cover, back cover, and spine of the book.
- Lead the children in a picture walk. A picture walk is a time to preview the illustrations and guide the children in making predictions about the action of the story.



### During:

#### First Read:

Help children make inferences, and connect what's happening in the text to their own experiences or things they know. Use the following prompts to engage children in a discussion about *Dig, Dump, Roll*:

- Who/What is this text about?
  - Where do the events take place?
- Is the author describing what the machines look like or what they do?
  - How do you know?
- Have you seen any of these machines before?
  - Where have you seen them?
  - What were the machines doing?
- How do these machines help the builders in the story?

#### Second Read:

Reread *Dig, Dump and Roll*. Children will identify each machine's action. Use the sentence stem to demonstrate the use of a complete sentence.

- Provide the machine in the first part of the sentence stem. Use scaffolding for children to provide the action of the machine. Consider including picture cards from the last page of this guide to use during instruction.
  - Say: The bulldozer will (action) the ground. (Children provide "clear.")

## READ FOR MEANING – BUILDING VOCABULARY



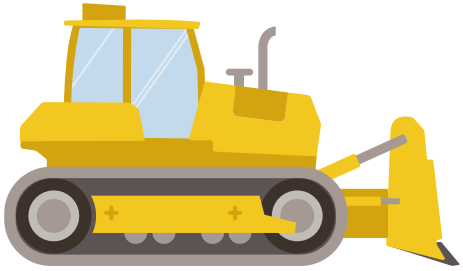
- Use the Total Physical Response (TPR) strategy to reinforce children’s understanding of the vocabulary.
  - For example:
    - Say, “What will the bulldozer do? The bulldozer will clear the ground.”
    - Children can use their arms to demonstrate clearing the ground.
      - p. 4 bulldozer **CLEAR** the ground.
      - p. 7 digger **DIG** big holes.
      - p. 12 dump truck **DUMP** the earth.
      - p. 16 roller **ROLL** the ground.
      - p. 20 concrete mixer **MIX** cement.
      - p. 24 builders **BUILD** a frame.
- Use the following prompts to build children’s understanding:
  - How are the machine’s actions the same? How are the actions different?
  - Why does the author describe them this way?

**Did You Know?**  
**Total Physical Response (TPR)** is an effective strategy for teaching language by connecting physical movements with new words.



### After:

- Identify the beginning letter and sound of each type of machine.
- Children will trace or write the beginning letter.



**Bulldozer**



**Digger**



**Dump Truck**



**Steam Roller**



**Concrete Mixer**



**Builders**