



Summary

Fighting Forces On Land: M2A2 Bradley Fighting Vehicle explains the history and development of the Bradley Fighting Vehicle. It also describes the vehicle's mechanical specifications and performance advantages during times of war.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
armament	armor	Summarizing main idea, Inference, Using prior knowledge to understand text	Text structure: Description, Use of supporting details	table of contents	headings
cooperate	depose				
doctrine	evict				
GPS	ignite				
niche	operations				
potent	reconnaissance				
resistance	vulnerable			photographs	captions
				index	glossary
				bold glossary words	

Standards: Science and Social Studies

- Knows various settings in which scientists and engineers may work
 - Knows ways in which technology has influenced the course of history
 - Understands the people, events, problems, and ideas that were significant in creating history
 - Distinguishes between past, present, and future time
- Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: www.mcrel.org/standards-benchmarks/

Discussion Prompts Prior to Independent Reading

Vocabulary Building and Background Knowledge:
Read the title as students look at the cover. Ask students to talk about what they observe on the cover. Activate prior knowledge through discussion of the cover photograph. Introduce students to the vocabulary words by having them look at the glossary on pages 30 and 31.

Discussion questions:

- Read the definitions for *GPS* and *reconnaissance*. Why would *GPS* be a valuable tool in a *reconnaissance* mission?
- Read the definition for *vulnerable*. Listen to the sentence "A sliding glass door is one of the most *vulnerable* places in a house." What do you think that means?

Genre Study and Text Features:
State that **Fighting Forces On Land: M2A2 Bradley Fighting Vehicle**

is an informational text written to describe how this tank was developed. Ask students to browse the pages and note what text features are found. Point out that each chapter starts with a main idea paragraph and then provides further information in the photos and captions. Highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Look at the table of contents. What are some things you might learn from reading this book?
- An important aspect of this book is its explanation of the flexibility of the Bradley Fighting Vehicle. Scan the book to find photos that show the tank's various uses.

Reading the Book:
Have students read the book independently or with a partner.

Comprehension Questions

After students have completed reading **Fighting Forces On Land: M2A2 Bradley Fighting Vehicle**, gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- What factors led to the development of the Bradley Fighting Vehicle?
- How does the Bradley Fighting Vehicle cooperate with other military vehicles?
- What does the author mean when he refers to the Bradley as the "ultimate pack mule"?

BLM: Extension Activity

Students may use the next page to complete a chart that lists the vehicle's features of protection and weaponry.



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EXTENSION ACTIVITY

Fighting Forces on Land: M2A2 Bradley Fighting Vehicle

Name: _____

Date: _____

Features of the Bradley Fighting Vehicle

Directions: Complete the chart by listing the features for protection and the weapons carried by the Bradley Fighting Vehicle.

Features for Protection	Weapons Carried by the Bradley Fighting Vehicle