

Strand: Economics/Technology

Theme: Technology

Purpose for Reading: To build understandings of how to follow a procedural text to make a string phone.

Comprehension Strategies: Recognising factual text types, making inferences, determining author purpose, setting a purpose for reading.

Vocabulary

Dictionary Words: cans, hammer, nail, string, string phone

Vocabulary Words: boy, children, girl

High-Frequency Words: an, away, big, do, down, from, have, help, her, if, make, not, of, one, out, put, some, take, their, them, two, what, will, with, your

Before Reading

- Invite students to talk about telephones. *What is a phone used for? What do phones look like? What do you think people did before there were phones?*
- Read the title and ask students to describe what is happening in the photo. *What is the woman doing? What do you think the cans will be used for? How might a string phone work? Why might someone read this book?*
- Read the title page together. Invite students to look at the photo and describe what the children are doing. Ask them to say how they think a string phone works.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is in each photo. Use

questions such as, *What information do the photos give you about string phones? What do you need to make a string phone?* Have them infer how to make a string phone.

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and predict what they will be about. Read the caption. Discuss which items on page 5 are materials and which are tools.
- Pages 6–7: Ask students to look at these pages and discuss what is happening. Read the caption and ask students to explain why an adult should make the holes.
- Pages 8–9: Have students look at what the boy is doing. Instruct them to look closely at the photo and describe what the boy has done with the two cans and the string. Read the caption. *Why does the boy need to tie a big knot?*
- Pages 10–11: Invite students to look at these pages and predict what the children are going to do. Read the caption and have students talk about how the children will use the phone.
- Pages 12–13: Ask students to look at these pages and read the caption. Ask the students if they know how the girl will talk into the phone. *What do you think that sounds like?*
- Pages 14–15: Have students look at page 15 and talk about what the boy is doing. Read the caption and ask students what they think he can hear. Ask students if anyone has tried this at home. *How do the voices sound?*

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the book and discuss the steps used to make a string phone. Encourage students to explain each step using their own words. Prompt them to infer how a string phone works. *What do you think might carry the sound from one can to the other? How might string do that?*
- Turn to pages 6–7 and ask students what the dots are for. Explain that they are called bullet points or dot points and this is a way of organizing information in note form. *Why do you think the instructions in this book have been set out in this way? What do you think the author was thinking when she wrote this book?*
- Ask students to look through the book to find things that require adult help or supervision. Have students identify steps in the procedure that require care. *Why do you need to be careful threading the string through the cans? What makes the hole on the inside of the can sharp?*

Vocabulary and Word Recognition

- Have students look at the word *string* and find the parts they know. Prompt students to the largest

chunks they can identify. For example, if students identify *in*, prompt them to *-ing*. Have them turn to page 9 and find the parts they know in the word *starting*.

- Have students return to the picture dictionary. Ask them to identify the tool used in this book. Have students brainstorm all the tools they know. Discuss what each tool is used for. Make a list on the board.

Oral Language

Have students adlib a telephone conversation lasting 15 seconds. Give them another turn and this time give them a specific topic and increase the time to 30 seconds.

Writing

- Have students write their own name, address, and telephone number, and then write the names and telephone numbers of people they know.

Creative Extension Activities

- Have students make a string phone using plastic or foam cups. Have them conduct a conversation with a friend using their phone.
- Have students draw themselves on the phone with someone famous. Have them record the name of this person and write why they would like to talk to this person.

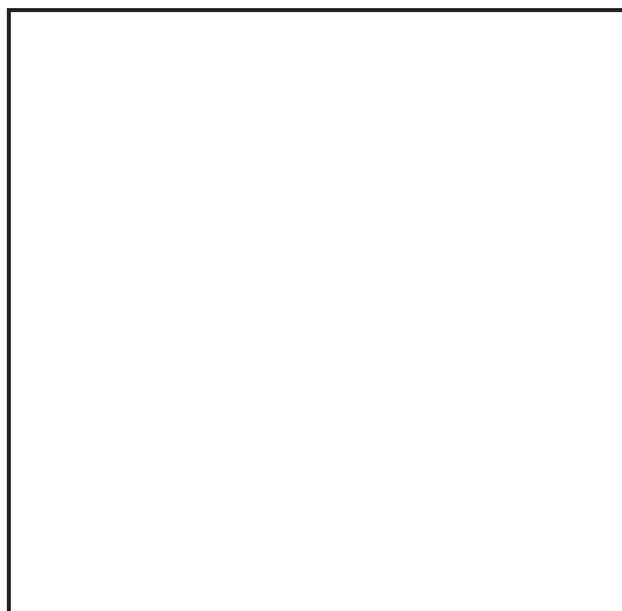
Independent Follow-Up Activities

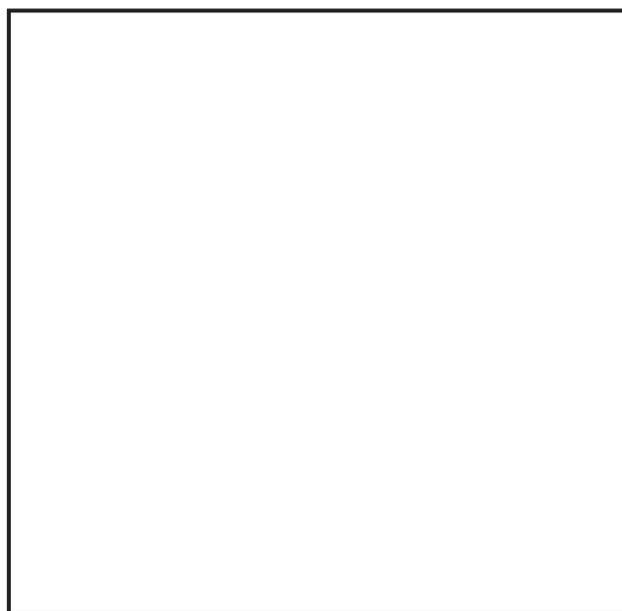
- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose two photos from the book.

Draw the photos. Write your own captions.





Name: _____

Put the instructions in order.

- Put the open end of your can up to your mouth and ask your friend a question.
- Find a friend.
- Listen to your friend's answer.
- Walk away from each other.
- Take one can and give the other can to a friend.
- Take turns talking and listening.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Draw yourself and a friend talking on the string phone.