

Strand: Matter

Theme: Wood

Purpose for Reading: To develop an understanding that wood can be used to make a lot of different things.

Comprehension Strategies: Making connections to self, extracting information, applying knowledge.

Vocabulary

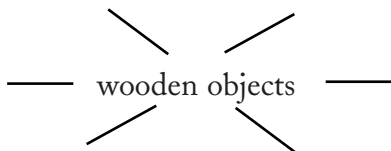
Dictionary Words: blocks, chair, guitar, pencil, table, toy plane

Vocabulary Words: back, bridge, colour, eraser, lead, leg, letter, propeller, seat, string, tail, top

High-Frequency Words: a, and, are, at, is, it, look, made, of, on, play, these, they, this, with

Before Reading

- Ask the students to look at the cover of the book and describe what they see.
- Ask the students what the toys are made of. Read the title.
- Read the title page together and ask the students what other things might be made of wood. Make a chart to show the students' responses. Write the words *wooden objects* in the middle and the students' responses around it.



Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read the labels and discuss them.
- Ask the students to suggest how each object was

made. *What machinery, tools, or materials would have been used?*

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the musical instrument is called. Discuss how most of the guitar is made of wood; however, some parts are made of other materials, e.g. the strings. Ask the students if they or someone they know plays the guitar. Ask them to share their experiences.
- Pages 6–7: Invite the students to look at the photo and describe what they see. Read and discuss the labels. *What is the purpose of the propeller? What is the purpose of the tail?*
- Pages 8–9: Ask the students to look at the photo and say what part of the pencil is made of wood. Ask them to suggest how the lead got inside the pencil.
- Pages 10–11: Ask the students to describe the blocks. *What are they made of? What are they used for?*
- Pages 12–13: Ask the students describe the table. *What is it used for? What is it made of?*
- Pages 14–15: Talk about the chair in the photo. Ask the students if they know what makes the chair shiny. *Why might the paint/stain be used?*

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.

- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about different objects that were in the book.
- Talk to the students about things they own that are made of wood. *What do they look like? What are they used for?*
- Have the students discuss how the wood looked different in the different photos. *What made the wood look different?*
- Ask the students where they think the wood might have come from. Discuss the process from tree to chair.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *made* in the text. Ask the students to locate it in the book. Each time they find *made*, they should point to the word and say it aloud. Have the students make *made* with magnetic letters. Have the students make and break it several times, each time saying the word aloud. Add *made* to a high-frequency word chart or word wall.

Oral Language

- Ask the students to describe to a partner one of the objects in the book.
- Ask the students to describe to a partner a wooden object they have at home.

Writing

- Ask the students to make a word web with the words *things made of wood* in the middle. Surround it with the names of objects made of wood.

Creative Extension Activities

- Have the students make things using the class wooden blocks.
- Have the students choose an object that is made of wood, draw it and write a short description of it.
- Have the students research in groups, using the Internet or the library to find out where wood comes from. Have them draw and write a short summary of what they find out.

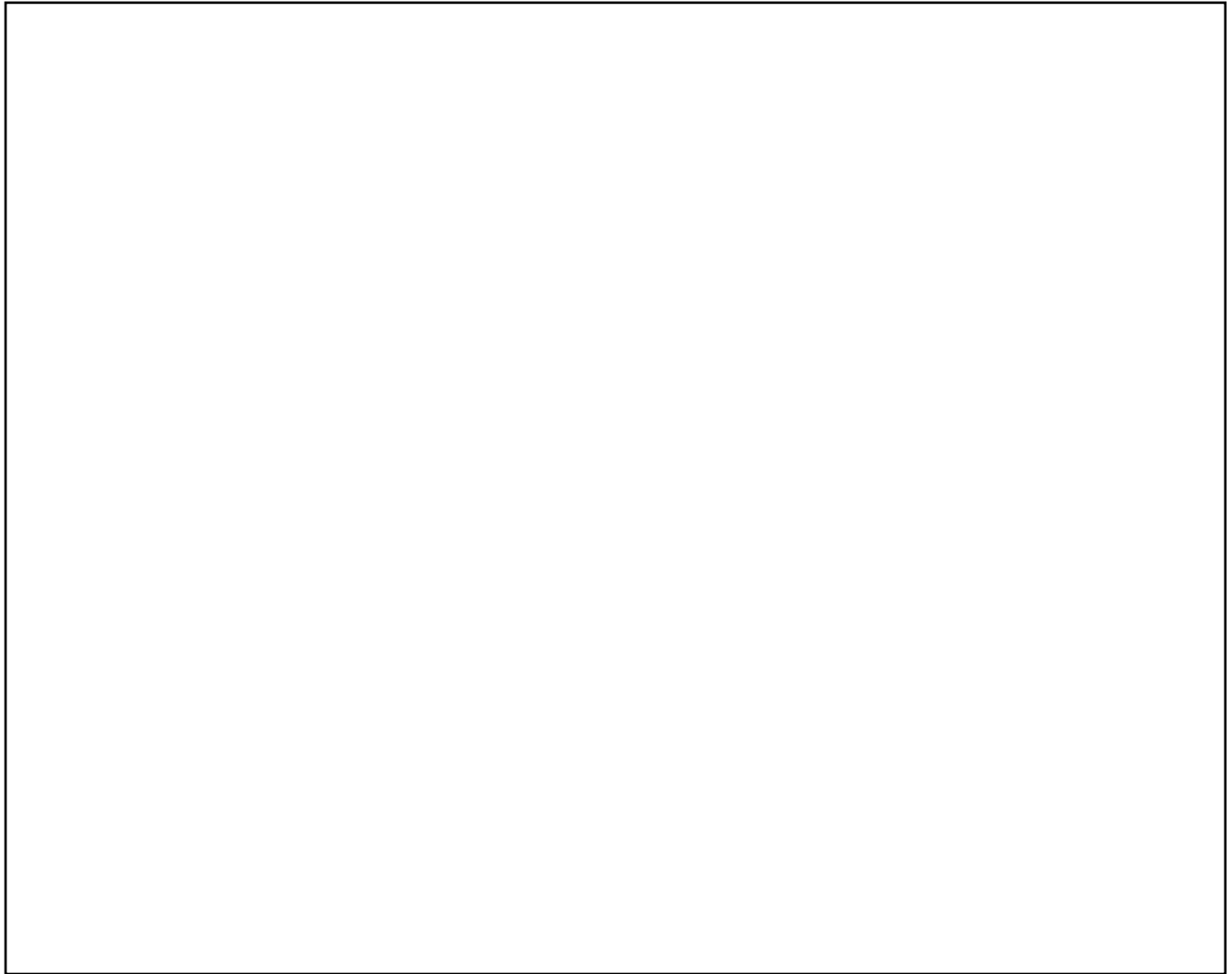
Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Design a new wooden toy.

Draw it and write one sentence about it.



Name: _____

Use these words to finish the sentences.

guitar wood play is

This is a _____.

It _____ made of _____.

People _____ guitars.

Draw and label a guitar.

