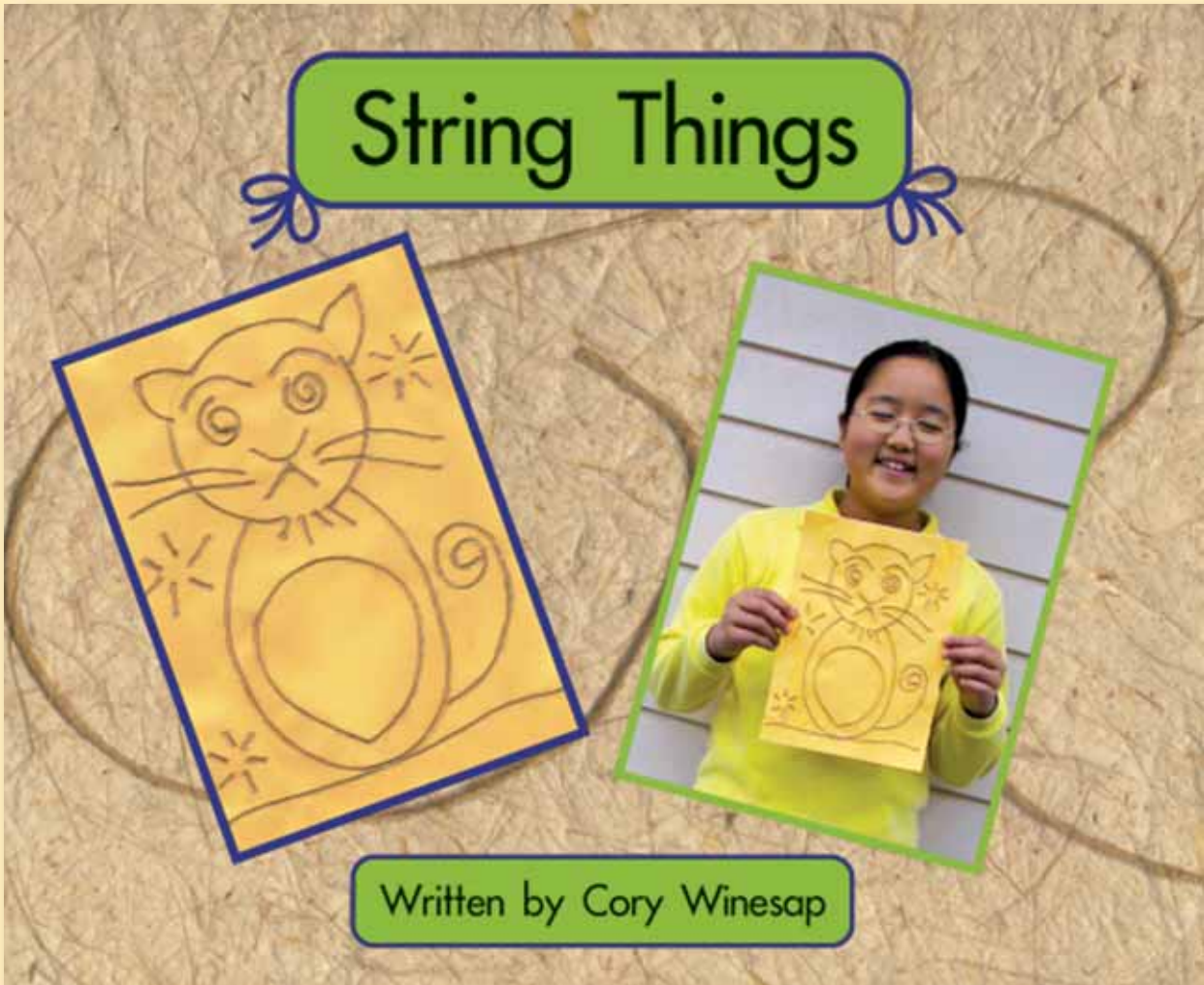




Level 9 Book a



Written by Cory Winesap

Level	9
Word Count	165
Text Type	Procedure
High Frequency	
Word/s Introduced	make



String Things

The Ski Race

The Playhouse

Where Does
Mrs. Brown Live?

Who Took the
Teacher's Scissors?


Hide and Seek with
Carla Crocodile


Pizza Day


Operation
Elephant Foot


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 *This symbol relates to comprehension (meaning maker)*


 *This symbol relates to decoding (code breaker)*

 *This symbol relates to critical analysis (text critic or analyser)*


 *This symbol relates to use (text user)*


BEFORE READING

Cover & Title Page


 Ask the children to look at the cover and title page photos and suggest what the book might be about. Discuss with the children things they can do with string.



 Ask the children to respond to the book. Discuss the title of the book. Do they think it is a good title? Why did the author call the book *String Things*?

 Write the title on the board. Invite the children to look at the words and then read them. Discuss with the children what is the same in both words.



 Invite the children to analyse how the text is written. What are some of the structures that are different to a story structure?

BEFORE READING 2/3

Explain to the children that they are going to be reading a procedural text. They are going to be reading some instructions about making string things. Ask if they have read instructions before. What were they for?



Talk more with the children about how they used this text. How did this page set them up for what was to come?

Invite the children to find *make* on this page.

AFTER READING

BEFORE READING 4/5

Discuss the features of procedural texts with the children. Invite them to look over pages 4 and 5. Discuss the headings, the bullet points, the number, and the photos. Explain to the children how to use these text features to help with their reading.



Ask the children to say what items you need to make a string picture. Can they think of anything else that they could use if they didn't have a pencil?

Invite volunteers to share how they used the photos to help them read these pages.

AFTER READING

Have the children look at the photos. What do they think is happening? What instructions do they think they will read? How will the numbers help them?



Have the children reread page 6. What would happen if they put too much glue on the lines?

Write *cut* and *put* on the board and point to them on page 7. Explain to the children that in procedural text, these words at the beginning of the sentence are action words or verbs. Invite the children to go back to pages 5 and 6 and read the verbs.

Have the children look at these photos and say what they think instruction 5 will be. What has the girl made?



Discuss the string picture with the children. Why is it important to wait for the picture to dry? What could they do with the picture once it is finished? Can they add extra instructions?

Discuss the children's reading strategies. Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

BEFORE READING 10/11

Invite the children to suggest what is going to be made in this section of the book. What will they need to make this string thing? What will they do first?

Have the children look at the text features on this page. Invite them to name the features and say how they will help with their reading.



AFTER READING

Ask the children why the instruction on page 11 asks them to get help from their mum or dad. Why is it sometimes important to ask an adult to help?

Ask the children to scan the page for the word *scissors*. Write it on the board. Talk to the children about the silent letter.

BEFORE READING 12/13

Ask the children what they think the instructions will be on pages 12 and 13. Remind them to use the photos to assist with the predictions.

Discuss the word *knot* with the children. Write it on the board and talk about the silent *k*. Invite volunteers to suggest other words that start with *kn*.



AFTER READING

Have the children look closely at the photos on page 13. Invite them to discuss why the author has used two photos to explain the instruction.

Invite the children to look at this photo and say what string thing the children have made.



Invite the children to look at this picture again. Have them talk about how the telephone is used. How does the telephone work? Who is talking on the telephone? Who is listening? How can they tell?

Ask the children to analyse the procedural text. Were the instructions easy to follow? Could they make a string picture and a string telephone?

Ask the children to read the picture glossary entries. Discuss any words that they do not know. Ask the children why they think there are photos in the picture glossary.

Remind the children to use all the text features as they read the book. Have them go back to the beginning and read independently.



Have the children talk about what they have learned from this text. Could they tell other people how to make a string picture and a string telephone?

9 a String Things

Name _____

1. Put the instructions in order using numbers.

Put the string on the glue. _____

Let the glue dry. _____

Put some glue on the pencil lines. _____

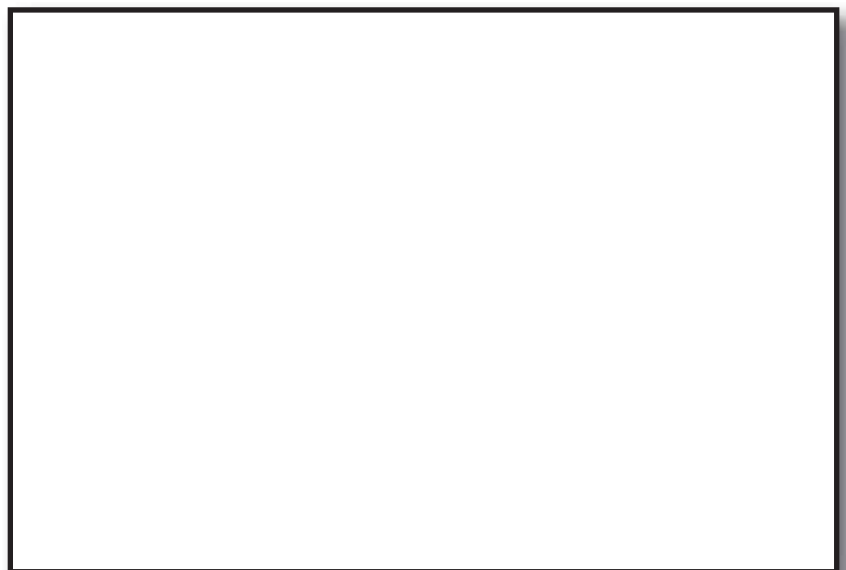
Do not put too much glue on the lines. _____

Cut a piece of string. _____

Draw a picture with the pencil. _____

Make it a big picture. _____

2. Draw your own
string picture design.



9 a String Things

Name _____

1. Read the words and circle the verbs.

picture draw pencil cut string

make plastic help tie knot

talk scissors hole fold cup

2. Write instructions for brushing your teeth.

Brushing Your Teeth

What you need:

What to do:

1 _____

2 _____

3 _____

4 _____

5 _____