

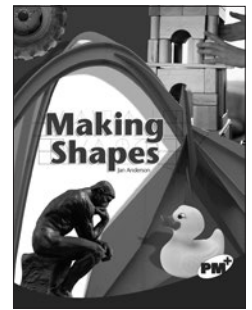
# Making Shapes

PM Level 30

Sapphire

**Text Type** Information report / Explanation

**Running Words** 1702



## Preparing for Guided Reading

### Orientation to the Text

- Objects all around us are made in different shapes. This book examines why objects are made in a particular shape and how they are made. It also looks at what materials are used: clay, wood, wool, cotton, rubber, metals, glass and plastics.

### Prior Knowledge

- Have students brainstorm the properties of each material (e.g. wood – strong) and list these on the chart.

## Building the Balanced Reader

### Grammatical Conventions

- Locate sentences in the text that have an independent and a dependent clause, e.g. *Although a potter's main tools are his or her hands, sometimes small wooden tools are used to help shape the clay.*
- Revise the term *rhetorical questions*. Remind students that these questions don't require an answer but are included in the text to make the reader consider some of the information presented, e.g. *How do we make these shapes? What kinds of materials do we use?*

### Vocabulary

#### Key Vocabulary

*alloys, chisel, extruded, fibres, gouger, insulator, irregular, lathe, looms, manufactured, molten, pliable, puncture, resin, sculpture, sphere, symmetrical, synthetic, transparent, tread, versatile*

### Spelling

- Ask students to search for the following words in the text: *lathe, breathe* and *cloth*. Discuss how these words have commonly confused partners: *lath, breath* and *clothe*. Have students use a dictionary to investigate other commonly confused partners, e.g. *bath* and *bathe*.
- Practise building new words from a familiar root word, e.g. *extrude, extrudes, extruded, extruding, extrusion*.

### Visual Literacy

- Note the design elements used for numbering the pages in the text. How do they represent the text content? Why do they change throughout the book?

## Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 13 after setting the focus questions:  
*How important is the selection of materials in the design process? Explain.*  
*Is it possible that a jug could have been shaped on a pottery wheel? Explain.*  
*The old game of Paper, Rock and Scissors is about the strength and properties of materials. How is this relevant to the tools used to shape different materials?*
- Ask students to read to the end of p. 23 after setting the focus questions:  
*Why is rubber such a good material for making products?*  
*Is rubber a natural material? Explain.*  
*In what way is the shaping of copper and wood similar?*
- Share students' responses to the focus questions, then discuss the following:  
*What are the main parts of the design and production process?*  
*What do you think the word extruded means? (refer to p. 7)*  
*Why do you think brick production has changed from the use of moulds to the use of dies?*  
*What are the benefits of the bentwood process?*
- Ask students to use the glossary to confirm the meanings of the technical words introduced in this section of the text.
- Share students' responses to the focus questions, then discuss the following:  
*There are two different types of die – in what way do they differ?*  
*What is a blank and how is it used?*  
*Why is steel such a useful material?*

## Comprehension

- Which materials are shaped with a lathe? (*Literal*)
- What considerations need to be made when designing and producing car tyres? (*Inferential*)
- Why are robots used in the manufacturing of cars? (*Applied Knowledge*)

## Follow-up Activities

- Locate six classroom objects that have been made from plastic and six that have been made from wood. Explain why these materials were chosen.

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## Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about different methods of presenting information, such as tables, diagrams and drawings.
- \_\_\_\_\_

## Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand information presented in tables, diagrams and drawings.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up