

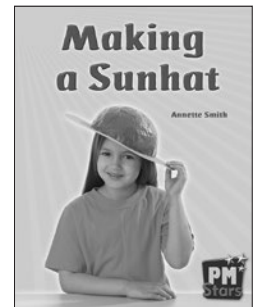
Making a Sunhat

PM Levels 5/6

Red

Text Type Procedure

Running Words 106



Preparing for Guided Reading

Orientation to the Text

- Explain that the book tells how to make a sunhat. Recall other procedural texts the students may have read, e.g. *Making a Bird* (PM levels 1/2).
- Read the title of this book. Study the cover photograph. Inform students that the sunhat is made using a balloon, paper, glue and some card.
- Turn to the title page. Explain the purpose of the contents page and glossary in non-fiction texts. Discuss the photo of the completed hat. Introduce key interest words.

Prior Knowledge

- This procedural text describes how to make a sunhat using a balloon, paper and glue for the top of the hat, and card for the brim. The days of the week are used to sequence the steps.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

it, like, some, this

Content Words

balloon, brim, materials, paper, steps, sunhat

Decoding

- Encourage quick recognition of high-frequency words.
- Listen to the sound made by *-er* at the end of *paper*.
- Study the visual similarities in these words: *here, hat, head; like, look*.
- Find the word *go* in *goes* and *going*.
- Find the word *look* in *looks*.
- Explain why *sunhat* is a compound word.
- Identify words within words, e.g. *ball, balloon*.
- Revisit the purpose of full stops.

Fluency and Phrasing

- Remind students that studying the photographs in non-fiction texts helps them gain meaning.

Study the photographs in the book. Ask, *What is this photograph telling us to do?* or *We have two photographs here. They are showing us how to . . .*

- Explicitly teach students to pause at line breaks to reinforce reading fluency.
- Revisit the structure of a procedure. Talk about what could happen if the steps were not in the correct order.

Focusing on the Book – Guided Reading

- Study the photographs. Discuss the layout of this book. Talk about why the materials needed to make the hat are listed before the instructions. Notice that the days of the week sequence the instructions. Explain the use of photographs that support meaning by stepping students through the procedure. Talk about why it will take several days to complete the procedure.
- Explain the purpose of the glossary. Find the glossary words within the book. Notice that they are presented in bold font.
- Locate words that describe size or colour, e.g. *big, red, blue*.
- Invite students to recall the instructions for making a sunhat.
- Provide the same materials as in *Making a Sunhat* for students to make their own sunhats. Alternatively, provide students with a selection of other materials for them to make different hats. Write new procedures during shared writing, e.g. *Making a pirate's hat*.

Comprehension

- What materials are needed to make this sunhat? (*Literal*)
- What is the card for? (*Literal*)
- What are the paints for? (*Literal*)
- Why is a line drawn around the middle of the balloon? (*Inferential*)
- What does it mean when it says *the paper is not wet*? (*Inferential*)
- Why does it take five days to make this sunhat? (*Inferential*)

Follow-up Activities

- Write the names for the days of the week on cards. Ask students to sequence them correctly.
- Build a vocabulary chart about hats, e.g. *a wide brim at the front; a flap at the back; a peak at the front on a cap; a strap so the hat can't blow away*.

Making a Sunhat

Date _____

PM Levels 5/6

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

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