

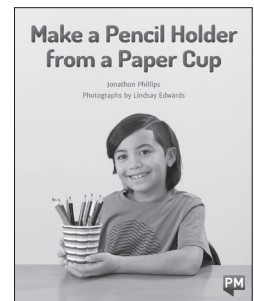
Make a Pencil Holder from a Paper Cup

PM Level 17

Turquoise

Text Type Procedure

Running Words 330



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of what weaving is and how weaving is used to make textiles and artworks.
- Discuss the difference between fiction and non-fiction texts with students, and introduce a procedure as a non-fiction text.

Orientation to the Text

- To make a pencil holder from a recycled paper cup, you first need to cut warps into the cup. Then you can weave wool between the warps to make a strong and attractive pencil holder.

Building the Balanced Reader

Vocabulary

Key Vocabulary

about, between, even, nearly, often, should, start, through

Content Words

holder, knot, pattern, poke, recycled, scissors, spaces, warp, weave, weaving, woven

Decoding

- Draw students' attention to the different letter combinations that make the 'ee' sound in words such as *weave, three* and *even*.
- Explicitly discuss strategies such as reading on and re-reading to help students to work out unfamiliar words.
- Look at the word *recycled* on page 2 together. Ask, *What is the base of this word? What is the meaning of the prefix 're' at the start of it?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What does the title tell us about the book? Do you think it will be fiction or non-fiction?*
- Read and discuss the goal on page 2. Ask, *What does the word goal mean? Why do you think it is important to include a goal in a procedure?*
- Continue to the *Materials* section on page 3. Ask, *What does the Materials page tell us? Why would it be near the front of the book?*

- Read the first two steps together on pages 4–5. Discuss the steps as an ordered sequence of instructions. Ask, *What do you need to do first to make the pencil holder? Where in the book does it tell you this?*
- Continue to page 9. Say, *Find where it tells us how long you need to cut the string. Which page is this information on?*
- Read to page 13 together. Ask, *What do you need to do when the green wool is finished? Where in the book does it tell you that?*
- Look at page 15 together. Ask, *What are the words on this page telling us? What extra information does the picture give us?*
- Read to page 16 and talk about how to use the glossary. Find each of the words in the text and ask students to explain what they mean in their own words.

Comprehension

- Where should the knot of the blue wool be? (*Literal*)
- Why does the author say that the pencil holder should last you a long time? (*Inferential*)
- What would happen if you did not tie the wool properly? (*Applied Knowledge*)

Follow-up Activities

- Give each student two craft sticks and wool to make a woven decoration. Instruct students to cross the sticks over and wind wool around them to hold them in place. Then, have students choose one colour of wool and wrap it around one stick close to the centre. Tell them to take it to the next stick and wrap it around. Have students continue until they are ready to change colour, then repeat the process.
- Together, write a procedure for the woven decoration that students made. Start with a title, and then think of a goal. Write down the materials that were needed. Then, invite students to help write the steps, numbering each one as they go. Students may like to try to make another decoration using the new procedure to test if it is accurate.
- Read some other procedural texts with students and talk about the structure of each. Discuss what would happen if students completed the steps in a different order or if the materials section was omitted.

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Date _____

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Learning Intentions

- We are learning to identify the structure of a procedure.
- We are learning to understand what we read.

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Success Criteria

- I can find, name and describe the title, goal, materials and steps in a procedure.
- I can use information in the text to answer questions.

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Guided Reading Notes

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