

Making a Mobile

PM Level 17

Turquoise

Text Type Procedure (Informative)

Running Words 224



Preparing for Guided Reading

Prior knowledge

- Talk about mobiles, and the places they are usually seen. Ask students if they have had a mobile at home, or if they have ever made one of their own.

Orientation to the text

- In this book, students learn how to make their own space-themed mobile, using easily attainable materials.

Building the Balanced Reader

Vocabulary

Key vocabulary

moon, stars, each, sides, dry, cut, long, together, middle, through, tie, mix

Content words

mobile, cardboard, pencil, glow-in-the-dark, paint, CDs, string, foil, paper, clips, tight, window, glow

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist with decoding of unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in photos and illustrations; attending to print details.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students to identify the theme of the boy's mobile.
- Ask students to look at the list of materials, and work out which they already have and which they will need to find somewhere else.
- Ask students if there might be an easy way to draw the moons and stars on the cardboard, e.g. with a lid or stencil.

- Discuss why both sides of the stars and moons would need to be painted with the glow-in-the-dark paint.
- After reading step 5, have students guess the purposes that the different lengths of string will serve.
- After students read steps 8 to 12, have them check whether their predictions about the string lengths were correct.
- Discuss the importance of tying the strings tightly through the stars, moons and CDs.
- Discuss the differences between how the mobile will look in daylight and how it will look in the dark.
- Revise the main elements of a procedure: the goal, the materials and the sequential steps.
- Have students scan the text for words that begin with *st*, e.g. *stars, string, stick, stay*.
- Discuss the purpose of the hyphens in *glow-in-the-dark*, and how the sentence on p. 6 would be confusing without them.

Comprehension

- How did the boy make the moons and stars? (*Literal*)
- Why did the boy use the yellow paint? (*Inferential*)
- What would the CDs look like at night? (*Inferential*)

Follow-up activities

- Have students follow the procedure to create their own mobile like the one in the book. Have them use their imaginations to replace any materials that are not available.
- Have students think of other themes that could be used to make a mobile, such as sea creatures, jungle creatures or butterflies. Have students draw a design for their very own unique mobile.
- Ask students to make a list of the verbs in the text that tell them what to do. Have them use these words to write a procedure for making the mobile they have designed in the previous activity.

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Learning Intentions

- We are learning to explicitly refer to photos and illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.
- _____

Success Criteria

- I can use photos and illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.
- _____

Guided Reading Notes

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