

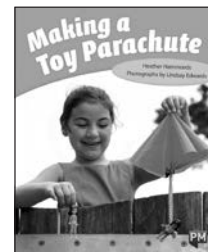
Making a Toy Parachute

PM Level 18

Turquoise

Text Type Procedure (Informative)

Running Words 468



Preparing for Guided Reading

Prior knowledge

- Talk about the different uses for parachutes, and how they fill with air to slow down objects or people as they fall.

Orientation to the text

- In this book, the reader learns how to make a small parachute that can be used with a figurine.

Building the Balanced Reader

Vocabulary

Key vocabulary

make, small, toy, circle, cut, hole, fly, down

Content words

parachute, plastic, hoop, scissors, string, ruler, canopy, lines

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students what they think will happen to each toy when the girl lets go of them.
- Discuss the list of materials needed to make the parachute. Have students suggest other circular objects they could use to draw a big circle if they don't have a wooden hoop.
- Read slowly through the steps in the procedure, stopping to discuss any steps that the students have not attempted before.
- Discuss the word *canopy* – the top part of a parachute – and explain that this word is also used for a group of tree branches that cover a particular area.

- Talk about parachute lines – the strings or ropes that connect the person or object to the canopy. Discuss the importance of these lines being both light and strong.
- Direct students to look at the photo on p. 9 and discuss why the fort is such a good place to test the parachute.
- Ask students to look at the photo on p. 11. Have them predict which toy will hit the ground first.
- After reading pp. 12–13, have students predict if the same toy will land first when both are dropped from a lower height.
- Discuss the fact that parachutes need to be dropped from a sufficient height to fill with air and slow down.
- Have students list the instructional verbs used in the procedures, e.g. *put, draw, make, lift*.

Comprehension

- How did the child make the canopy for the parachute? (*Literal*)
- What makes a parachute slow down as it falls to the ground? (*Inferential*)
- Why does a parachute need to be dropped from a high place? (*Inferential*)

Follow-up activities

- Have students write a story about a parachute escape from an aeroplane, cliff or tall building.
- Have students follow the procedure to make a similar parachute and test it in the schoolgrounds, dropping it from a range of heights and in a range of wind conditions. Have students record their observations and come to conclusions about the ideal height and wind conditions for parachutes.
- Talk about the shapes of the toys in the book, and discuss how different-shaped objects might fall at different speeds. Using the parachutes the students have made, have students test them with a range of objects of varying shape and weight.
- Direct students to write a procedure for making another type of toy. This could be a toy they have made before, or a procedure written in their own words, based on a toy-making procedure found elsewhere.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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