

Make a Steampunk Crab!

PM Level 27

Ruby

Text Type Procedure

Running Words 945



Preparing for Guided Reading

Prior Knowledge

- Ask students if they have ever seen or been on a steam train, and/or watch a short video about a steam train. Discuss what steam power is and when and why it was used.

Orientation to the Text

- Steampunk is a concept that developed in response to the advent of steam-powered technology in the nineteenth century. Discover how to draw and construct a steampunk crab sculpture and explore how to make your sculpture move with magnets.

Building the Balanced Reader

Grammatical Conventions

- Discuss the structure of the sentences used in the 'Steps' section of the procedures, focusing on why second-person verbs are used.

Vocabulary

Key Vocabulary

armoured, artwork, attract, cogs, concept, decorate, design, fictitious, gauges, horizontal, inspiration, magnet, magnetism, mechanical, metallic, natural, porthole, rectangle, repel, represent, sculpture, selection, steampunk, vertical, visible

Spelling

- Point out the word *fictitious* and count the number of phonemes in it with students. Together, work out which letter or letters make each of the sounds. Make a list of other words students know that end in 'tious'.

Visual Literacy

- Cover the illustrations of the steps in the procedure as you read and invite students to visualise what they think the images will look like. Compare their thoughts with the actual images and discuss how the pictures make the procedure clearer.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What type of text do you think this will be? What clues help you to know?*
- Read pages 2–5 together and discuss how students think the information is relevant to the title of the book. Ask, *Why do you think the author included this information?*

- Read page 6 together and ask students to explain what the functions of the goal and materials are. Ask, *What would happen if either of these sections was left out of the procedure?*
- Point out the word *vertical* on page 11. Ask, *Why did the author choose to include this word in the description of how to draw the first rectangle? Find an antonym for this word on the page.*
- Revise the steps for drawing a steampunk crab on pages 7–15. Ask, *How have the steps been sequenced? Why?*
- Look for a word and its antonym on pages 22–23 with students. Ask, *How are these words opposites? Why are they important to the procedure?*
- Invite students to predict what they will find in the 'Make Your Steampunk Crab Move!' procedure. Ask, *What information will be included? How will it be organised?*
- Point out the terms *north-seeking* and *south-seeking* on page 26. Ask, *What makes these terms antonyms of each other? Why are they important in the text? Challenge students to locate another pair of words that are antonyms on page 26 and explain how the author has used them.*
- Read to the end of the text and review the similarities in the way the procedures have been presented. Ask, *How has this helped the reader to understand what is required?*

Comprehension

- What are some materials that are used in steampunk artworks? (*Literal*)
- What do you think would be the most difficult steps in making a steampunk crab? (*Inferential*)
- Who might be interested in reading this text? Why? (*Applied Knowledge*)

Follow-up Activities

- Conduct some research together about steampunk science fiction, clothing and art. Discuss what students like or dislike about it and build a list of related words that students discover.
- Appeal to families to send in a range of materials that could be used to create steampunk creatures. Ask students to design a steampunk creature sculpture, then support them to make their artworks.
- Revise the sections of an effective procedure and how each is structured and organised. Ask students to write a procedure that gives instructions on how to make a steampunk creature sculpture like the one they made. Encourage them to use images to enhance their texts.

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Learning Intentions

- We are learning to identify and describe the parts of a procedure.
- We are learning to analyse the language authors use.

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Success Criteria

- I can find, name and describe the goal, materials and steps in a procedure.
- I can find antonyms in the text.
- I can explain why the author chose to use particular words.

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Guided Reading Notes

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