

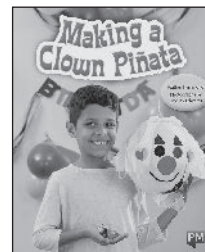
Making a Clown Piñata

PM Level 19

Purple

Text Type Procedure (Informative)

Running Words 387



Preparing for Guided Reading

Prior knowledge

- Talk about piñatas, and how they can take all sorts of shapes and sizes. Ask students to share any experiences they have had of playing piñata games at parties.

Orientation to the text

- In this book, the readers learn how to use papier-mâché to make a clown-face piñata. They also learn how to play with it safely in a party situation.

Building the Balanced Reader

Vocabulary

Key vocabulary

party, game, balloon, glue, paint, play, string, stick

Content words

clown, piñata, streamers, blindfold, newspaper, lollies

Decoding

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

Focusing on the book – guided reading

- Talk about the word *piñata*, explaining that it is a Spanish word, and that the symbol over the letter *n* gives it a *ny* sound.
- Discuss the main elements of a procedure, including goal, materials, and steps required to achieve the goal.
- Direct students to look at the list of materials. Ask, *How many of these things do we have in the classroom? Which of them will we need to bring from elsewhere?*

- Ask students if they have ever attempted to make something with papier-mâché before. If they have, ask them to share their experience of it, including things they found particularly challenging about it.
- Ask, *What do you think will happen to the balloon if it is left inside the piñata? Why will the piñata need to be hung up later?*
- Ask students to think of other creatures or objects that the papier-mâché sphere could be turned into if they don't want it to look like a clown.
- Ask, *Why is it so important to stand back from the player who is hitting the piñata?*
- Revise three-letter blend *str-*, e.g. *streamers, string, strips*.
- Revise the possessive apostrophe, e.g. *clown's, player's*.

Comprehension

- Why is the end of the balloon tied tightly? (*Literal*)
- Why is the piñata hung up high? (*Inferential*)
- Why is the piñata game played at parties? (*Applied Knowledge*)

Follow-up activities

- Have students draw designs for different objects or animals that could be turned into a piñata. Encourage them to consider different shaped balloons, and different decoration materials.
- Over the course of a week, have students follow the steps in the book to make their own piñatas, working in small groups. At the end of the week, ask students to present their piñatas to the class and explain their decorative choices.
- Direct students to write a story about a party where children played with a piñata that would not break. Have them think of a safe solution to the problem that ensures the party can continue happily.
- Make a class list of the types of lollies the students would most like to put in their piñatas. Have a class 'lolly vote' to select the top five lollies.

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Date _____

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Learning Intentions

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

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and 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