

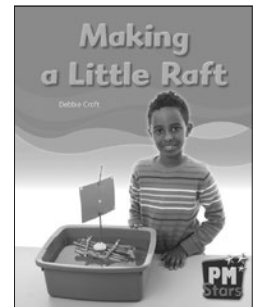
Making a Little Raft

PM Levels 8/9

Yellow

Text Type Procedure

Running Words 108



Preparing for Guided Reading

Orientation to the Text

- Explain that this book is about how to make a little raft.
- Read the title of the book. Study the cover photograph. Inform students that the boy in the photograph will show them how to make the little raft. Predict the materials that will be used.
- Turn to the title page. Read the chapter headings. Reinforce the meaning of *goal*, *materials* and *steps* in a procedure. Talk about why the materials are listed before the steps. Revise the use of the contents page and glossary in non-fiction books.
- Study the photographs. Discuss the layout of the text, such as bullet points and numerals, as well as visual information that shows each step of the construction procedure. Introduce students to key interest words. Locate verbs that tell the reader what to do: *cut*, *make*. Invite students to explain why the raft is able to float.
- Locate words from the glossary within the book.

Prior Knowledge

- This procedure is about how to make a little raft with sticks, card, string and a little piece of play dough. The completed raft is placed in a shallow tub of water to show that it will float.

Key Language Structures

- Present-tense verbs, e.g. *Cut*, *Make*, *Draw*, tell the reader what to do.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

cut, *make*

Content Words

ball, *mast*, *raft*, *sail*, *sticks*, *string*, *water*

Decoding

- Remind students of the importance of recognising high-frequency words quickly.
- Teach students to apply their phonological knowledge to articulate and blend the sounds of unknown words, e.g. *t-u-b*, *c-ar-d*, *c-u-t*.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Reinforce the positioning and purpose of full stops.

Focusing on the Book – Guided Reading

- Invite students to recall the instructions for making the little raft.
- Draw students' attention to connections between photographs and written text. Explain that meaning in non-fiction books is supported by photographs, and sometimes diagrams and labels.
- Locate these words: *sticks*, *stars* and *string*. Use the books *st* and *str* in the **PM Alphabet Blends** series to identify other words beginning with the same blends.
- Find plural nouns in the book that end with -s: *sticks*, *stars*, *scissors*, *holes*.
- Make a list of words that are opposites, e.g. *big*, *little*; *over*, *under*; *out*, *in*.
- Revisit recognition of colour names.
- Locate these words in the book: *sticks*, *string*, *stars*, *scissors* and *some*. Emphasise the importance of scanning across words.

Comprehension

- What materials are needed to make this little raft? (*Literal*)
- What is the red card for? (*Literal*)
- How are the sticks held together? (*Literal*)
- What is a raft? (*Inferential*)
- Why is the mast able to stand up? (*Inferential*)
- How can you find out if the little raft will float? (*Inferential*)

Follow-up Activities

- Provide the materials for this procedure and ask students to follow the steps in *Making a Little Raft* to make their own rafts. Have students write captions to go beside their completed rafts.
- Provide an opportunity for students to explore the concepts of floating and sinking, using a water tray and various objects from within the classroom. Talk about why some objects float and others sink.

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Date _____

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Learning Intentions

- We are learning that the steps need to be completed in the correct order to achieve the goal.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can complete the steps in the correct order to reach the goal.
- I can decode unknown words using my knowledge of letter-sound relationships.

• _____

Guided Reading Notes

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