

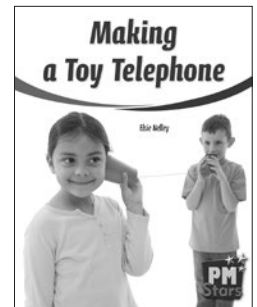
Making a Toy Telephone

PM Levels 8/9

Yellow

Text Type Procedure

Running Words 85



Preparing for Guided Reading

Orientation to the Text

- Explain that this book describes how to make a toy telephone.
- Read the title. Remind students that the title tells them what is going to be achieved. Discuss the cover photograph. Inform students that the girl in the photograph will show them how to make the toy telephone from two plastic cups and some string.
- Turn to the title page. Read the chapter headings. Find these headings on the appropriate pages. Revise the meaning of *materials* and *steps* in a procedure text.
- Study the photographs and vignettes. Discuss the layout of the text. Explain that to differentiate between the two cups, one is red and the other blue. Talk about why the steps are in sequence. Introduce key interest words.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the text.

Prior Knowledge

- This book is a procedure. It describes how to make a toy telephone using two plastic cups and some string. The photographs and vignettes show the steps in order of sequence as a child makes the toy telephone and then uses it to talk to a friend.

Key Language Structures

- Identify present-tense verbs that tell the reader what to do: *make*, *cut*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

cut, *has*, *make*

Content Words

bottom, *plastic*, *scissors*, *telephone*

Decoding

- Remind students of the importance of recognising high-frequency words quickly.

Fluency and Phrasing

- Remind students to pause at full stops to reinforce reading with fluency and meaning.

- Explicitly teach students to use their knowledge of letters and letter-sound relationships to check, confirm or self-correct print details. Ensure that students are able to hear sound segments in words, e.g. *c-u-p*, *r-e-d*, *st-ay*, and can blend single sounds in vowel-consonant, consonant-vowel and consonant-vowel-consonant words.

Focusing on the Book – Guided Reading

- Discuss the purpose of bullet points and numerals to order the steps in a procedure.
- Ensure that students are making connections between the photographs and written text when interpreting the steps.
- Locate these words: *string*, *stay*, *friend*. Use the books *str*, *st* and *fr* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Find words in the book that describe colour or size, e.g. *Make a little hole in the bottom of the red cup*.
- Talk about the letter pattern *-ing* at the end of *string*.
- Reinforce links between items first listed in the materials chapter and how they are used within the steps to achieve the goal.
- Locate prepositional phrases, e.g. *Make a little hole in the bottom . . .* Explain the importance of precise positional vocabulary in a procedure.
- Revisit recognition of colour names.

Comprehension

- What materials do you need to make a toy telephone? (*Literal*)
- How are the holes in the bottoms of the plastic cups made? (*Literal*)
- Where do the ends of the string go? (*Literal*)
- Why is it called a *toy telephone*? (*Inferential*)
- Why do the ends of the string stay inside the plastic cups? (*Inferential*)
- What can you do with a toy telephone? (*Inferential*)

Follow-up Activities

- Provide the materials needed for this procedure. Remind students to read the steps when they make their own toy telephones.
- Read the information report *Telephones* (PM Levels 8/9).

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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.

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Guided Reading Notes

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