

# How Magic Tricks Work

PM Level 25

Emerald

**Text Type** Information Report / Procedure / Explanation

**Running Words** 1731



## Preparing for Guided Reading

### Orientation to the Text

- This 'how to' guide to becoming a magician shows students the steps to perform some well-known and some less-known magic tricks. It reveals all the secrets for performing the tricks successfully and lots of interesting facts about famous magicians too.

### Prior Knowledge

- Ask students what they already know about magic. Have they ever learnt how to do a magic trick? Have you ever seen a magic show? Discuss what the term *magic* means. What other words might we find in it (content words and grammatical features of procedures)? Record these words to review later.

## Building the Balanced Reader

### Grammatical Conventions

- Actions verbs are used in the instructions to assist the reader to achieve the goal of each trick, e.g. *Push, Show, Wet, Hide, Put*.
- Identify adverbs that modify verbs, e.g. *slowly, hard*.

### Vocabulary

#### Key vocabulary

*alien, audience, constellation, crate, cure, disappear, fantastical, forehead, incredible, leprechauns, magician, mysterious, mythology, obedient, predicted, Presto, prophets, shuffle, unbelievable, unicorn, ventriloquists, warrior*

### Spelling

- Encourage students to use knowledge of syllables to assist with spelling technical words, e.g. *ven/tri/lo/quist; myth/ol/o/gu*.
- Use prefixes and suffixes to build new words from root words, e.g. *incredible, unbelievable, disappear*.
- Investigate the origins of the words *magician* and *ventriloquist*.

### Visual Literacy

- Discuss how the layout helps the reader scan for information using headings and subheadings. Discuss the choice of font and style of title and choice of cover illustration.

- Discuss how some information is given in the form of a photograph accompanied by a caption or an illustration with a label.
- Looking at the contents page, discuss the purpose of the text and how the purpose informs the text structure. Non-fiction usually has a contents page so the reader can locate specific information.
- Ask questions that require students to search the visual component of the text for answers (diagrams, illustrations, captions, etc.).

### Focusing on the Story – Guided Reading

- Discuss situations where it may be important to make a magic show more interesting to others.
- Talk about Houdini's most famous trick. How do you think he escaped? Was it magic, or was he just very clever?
- Talk about the importance of wearing special clothes to perform some of the tricks.
- Ask students if they have ever seen or heard a ventriloquist perform? How do they make the audience believe the puppets are alive?
- Discuss what type of person would enjoy reading this text.

### Comprehension

- What equipment is needed for The Weeping Woman trick? (*Literal*)
- What is one trick that requires the magician to wear special clothing? (*Inferential*)
- Which trick do you think would be the most difficult to perform? Why? (*Applied Knowledge*)

### Follow-up Activities

- Discuss the tone of the text. Is it formal or informal? Why? Explain to students that the text is written for children and therefore is informal and chatty to appeal to this audience. The audience determines what words are used and how a book is written. What words make the tone informal or 'chatty'? Draw students' attention to the use of apostrophes and exclamation marks. Locate these in the text.
- Research a modern day magician, e.g. David Copperfield. Write a short biography of their life.

# How Magic Tricks Work

Date \_\_\_\_\_

PM Level 25  
Emerald

## Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

• \_\_\_\_\_

## Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

• \_\_\_\_\_

## Guided Reading Notes

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