

# Junk Sculpture

PM Level 26

Emerald

**Text Type** Information Report / Procedure

**Running Words** 1389



## Preparing for Guided Reading

### Orientation to the text

- *Junk Sculpture* is a book about creating sculptures from recycled materials. It reinforces the importance of reducing, reusing and recycling for our environment. The book highlights that we don't always need to use new products to be creative or to make things.

### Prior knowledge

- Develop an understanding of subject-specific vocabulary. What might *junk* and *sculpture* mean? Can you think of reusable products that are recycled?

## Building the Balanced Reader

### Grammatical conventions

- Action verbs are used in the instructions of procedural texts, e.g. *blow*, *tear*, *paste*
- Temporal connectives that show time, e.g. *when*, *before you start*, *When it is dry*
- Note the use of cautionary words that give advice, e.g. *Otherwise*; *so it doesn't*.

### Vocabulary

#### Key vocabulary

*attaching, celebrations, considered, environment, experimenting, ferocious, flexible, imagination, measure, papier-mache, professional, pulped, purposes, received, recycled, sculptors, sculptures, storage, three-dimensional, treasure*

### Spelling

- Discuss the prefix *re* and locate words in the text that begin with *re*, e.g. *reused*, *recycled*, *reduce*. list other words that begin with this prefix.
- Break compound words into two smaller words to assist with correct spelling, e.g. *something*, *overnight*, *cardboard*, *paintbrush*.
- Distinguish between the words *sculptor* (the person) and *sculpture* (the product). Encourage students to pronounce these words properly.

### Visual Literacy

- Interpreting diagrams and headings; diagrams allow for less written information by giving a visual clue and can often be interpreted quicker than written text.

- Contents page allows you to find the appropriate section and informs of text layout.
- Discuss why the designer has included a combination of photos and illustrations.

### Focusing on the story – guided reading

- Discuss the important things to remember when recycling.
- Ask how making a piñata brings people together. Discuss occasions when students have seen a real piñata.
- Discuss the benefits of recycling old cardboard. why can recycled cardboard be used for? Ask students to locate things in their homes made with recycled paper or cardboard.
- Ask students to describe another monster that could be made from recycled egg cartons.
- Talk about the need to wear a hat out in the sun. List other reasons why people wear hats. Ask students to describe the best type of hat for sun protection.
- Ask students to describe wind chimes they have seen. *What were they made of? What tools were required to make them?*
- Reinforce the safety aspect of using sharp tools. Encourage students to ask an adult to assist them if they need to use knives or cutters.
- Encourage students to bring from home any recyclable material that could be used in the classroom for art/craft projects.

### Comprehension

- What is a sculpture? (*Literal*)
- How does making sculpture from recycled material help the environment? (*Inferential*)
- What other types of materials could you use to make a Chinese dragon? (*Applied Knowledge*)

### Follow-up activities

- Students take the information on how to construct a wire sculpture and change the form that the information has been presented in. (E.g. a written text may become a labelled diagram; a diagram may be reproduced in the form of written text.)

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## Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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## Success Criteria

- I can use the glossary to locate the meaning of specific words 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