

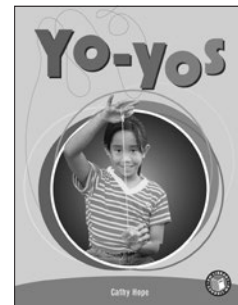
Yo-Yos

PM Level 25

Emerald

Text Type Information Report / Procedure

Running Words 1779



Preparing for Guided Reading

Orientation to the text

- The yo-yo is the second-oldest known toy in the world and can be traced back through many centuries to Ancient Greece, Europe, Alaska and more recently, the Philippines and North America. A yo-yo depends on balance, weight, precision and gravity in order to perform well. Over the years, yo-yos have been made from a variety of materials, including wood and plastic. Children can make their own yo-yos and practise basic yo-yo skills by following step-by-step instructions. They can also learn tricks such as 'the spinner', 'walk the dog', 'around the world' and 'rock the baby'.

Prior knowledge

- Read the title and ask students to suggest what sort of information they would expect to find in a book about yo-yos, and how this information might be grouped.
- Turn to the contents page. Ask students what information they know that could be found in each chapter. Record this information on charts under chapter headings.
- Ask students who have experienced playing with yo-yos to explain how the toy works. Discuss some of the tricks they can perform and how they learned these skills.

Building the Balanced Reader

Grammatical conventions

- Discuss the specialised vocabulary used in the text to provide accurate information for the reader.
- Identify quote marks or italics to indicate alternative names for the yo-yo.
- Note the various layouts for different sections of the text. Identify procedural texts that provide step-by-step instructions for making a yo-yo, and performing certain tricks.

Vocabulary

Key vocabulary

aluminium, anxious, axle, balance, ceremonies, challenge, counterclockwise, crazes, decorative, dowel, etch, experiment, extended, gravity, inventing, ivory, kiln, lathe, manufactured, mastered, popular, precision, second-oldest, terracotta

Spelling

- Identify rules for adding -ing to root words, e.g. *fight, fighting; match, matching; survive, surviving; use, using; spin, spinning; let, letting*.
- Use knowledge of prefixes and suffixes to spell and decode longer words, e.g. *unwind, successful*.

Visual Literacy

- Discuss how various visual forms are used to enhance meaning – photographs, designs, illustrations.
- Encourage students to refer to the maps showing the locations of different countries where yo-yos have been used.
- Note that the procedural texts have photographs that support the written information.

Focusing on the story – guided reading

- Direct students to read silently to the end of p. 13. Discuss which countries have been associated with yo-yos, and how yo-yos have been used over time.
- Ask students how yo-yos work, what parts make up a yo-yo and how yo-yos are made. Ask what headings could be used to classify their uses.
- Direct students to read silently to the end of p. 21. Ask them what materials they can use to make their own yo-yo.
- Discuss how students can make their yo-yo work better.
- Early finishers can draw a flow chart of the production of a wooden or plastic yo-yo.

Comprehension

- What materials have been used to make yo-yos? (*Literal*)
- What are the advantages of plastic yo-yos compared with wooden ones? (*Inferential*)
- How has the author helped readers understand how yo-yos are made? (*Applied Knowledge*)

Follow-up activities

- Provide opportunity for students to learn and practise some of the yo-yo tricks. If possible, invite some students to demonstrate and assist with skill acquisition.
- Encourage students to research the history of dolls and how they became the most popular toy for children.

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.

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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.

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Guided Reading Notes

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