

# Making Things

**Word Count:** 148    **Text Type:** Literary Recount

**High-Frequency Word Focus:** five, make, think

**Content Words:** bakers, birds, bread, builders, eggs, kids, nests, paper, plane, shed

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) serial commas; words ending in s

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** create a short text to record and report ideas

## LITERATURE

**Responding and examining:** share thoughts and feelings about events and characters

**Creating literature:** retell text through illustration

## LANGUAGE

**Text structure and organisation:** understand that punctuation is a feature of written texts – the serial comma

**Expressing and developing ideas:** know that spoken sounds and words can be written down using letters of the alphabet; how to write some high-frequency and known words; recognise texts are made up of groups of words that make meaning

**Sound and letter knowledge:** recognise sounds in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they have ever watched people bake or build something. Discuss what they know about birds' nests. Show some images of different nests so they can see how birds build a home from twigs and other objects. Compare this to how builders build a house. Finally, ask students if they have ever made a paper plane.

**Encouraging prediction:** Read the book's title to students and discuss what the birds on the cover are doing. Turn to and read the title page. Ask students to look at the illustrations throughout the book and identify what each group of characters is doing. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as reading about making things, they will be talking about commas and words that end in s.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression and pause to clarify unfamiliar words where necessary. Point out the main characters, such as the chief baker and chief builder, and each item that is made.

**Guiding:** Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Have students revisit pages 5 and 9. Ask how many loaves of bread the five bakers make and how many sheds the five builders make. Now, have students look at pages 13 and 16. Ask what is different about these pages. If students need help, ask how many nests the five birds make, and how many paper planes the five children make. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Responding and examining:** Ask students how they felt about the way the bakers and builders worked together. Ask which thing in the book would have been hardest to make, and why.

## ■ Language

**Text structure and organisation:** Have students look at the commas in the third sentence on page 2. Tell them the words *flour*, *milk*, *salt*, and *yeast* make a list, and that the commas separate the things in a list. Have them find other lists in the text, and identify each article and serial comma.

**Expressing and developing ideas/sound and letter knowledge:** Remind students that all words help to give meaning to a story. Draw attention to words in the text that end in *s*, such as *bricks*, *nails*, and *twigs*. Have students identify the common ending (*s*). Explain that *s* adds meaning to a word by telling us there is more than one of an object. Have students find other words in the text where this applies.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Making Things* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Write two separate sequences of instructions for making two different kinds of paper planes. Ask students to follow the instructions, then have them test their planes to see which one flies best.
- Provide students with cardboard and glue, then have them collect sticks, twigs, and grass. Ask them to use these materials to make a collage of a bird’s nest on cardboard.
- Ask students to draw a picture showing what the builders did. Have them write a sentence to tell about their picture.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name \_\_\_\_\_

**8c – Making Things**

1. Add s to these words to make them plural.

twig\_\_\_\_\_

whale\_\_\_\_\_

table\_\_\_\_\_

bird\_\_\_\_\_

girl\_\_\_\_\_

plane\_\_\_\_\_

chair\_\_\_\_\_

builder\_\_\_\_\_

2. Add commas to these lists.

They saw leaves twigs and grass.

They saw bricks mortar wood and nails.

They saw flour milk salt and yeast.

3. Circle the words that are plural.

speaks

trees

boys

books

apples

hers

says

flowers

beads

houses

sees

screws

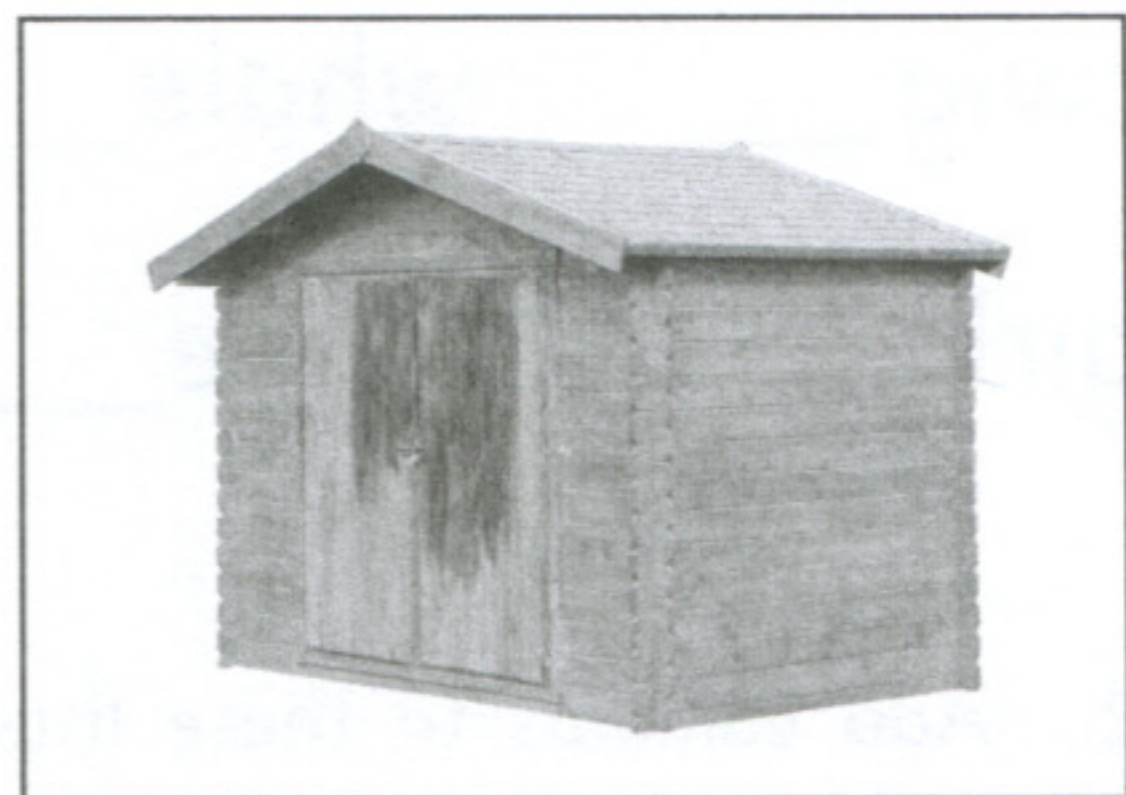


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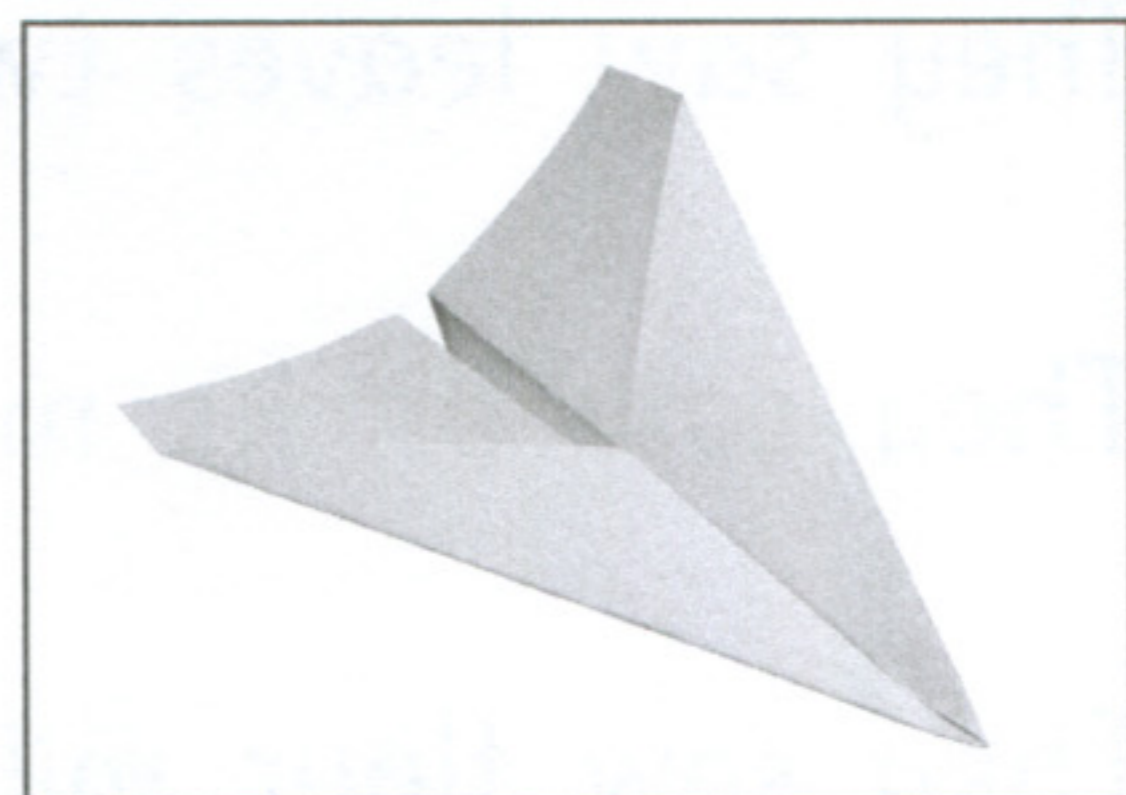
# 8c – Making Things

Draw lines to match the sentences and pictures.

The bakers made...



The birds made...



The builders made...

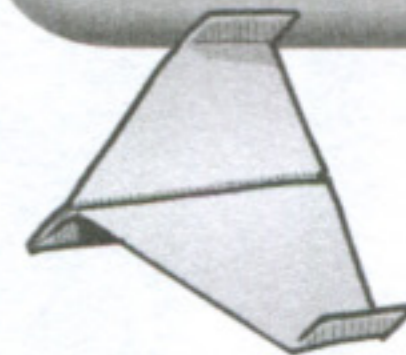
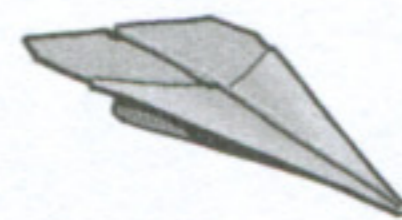


The children made...

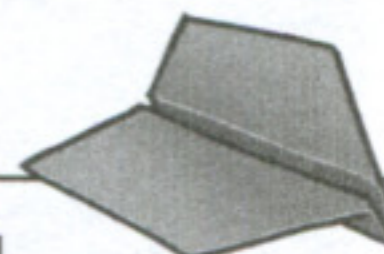


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# 8c – Making Things



Fill in these lists of what was needed to make each thing.



## Bread

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## A Shed

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## A Nest

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## A Plane

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