



Make it!

Bronwyn Tainui

Focus phonics

oa written as o as in both, open, so, over, photos, hold, go, roll
or written as a as in ball, balls, small, also, always

Tricky words

ask, friend, many, people, should, through, two, want, would

Book summary

A book for creatives, with detailed but simple instructions on how to make seven varied items. There is something to appeal to all sorts of different tastes, such as a desk tidy, art display, jewellery, toys and games.

Learning intention

Phonics: To decode words with the phonemes /oa/ spelt o; and /or/ spelt a, that feature in the text and extend to other known words with the same phonemes.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text
- Read at a natural speaking pace with minimal sounding out

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: What does the title mean? (be creative) Who is the author? (Bronwyn Tainui) Have you read other books by Bronwyn? (other Reading Road titles Bronwyn has written are My farm jobs, One top dog, A robber at Pop's, On Fog Hill, Out of orbit) What did you think of them? What things do you think will be shown in this book? Keep a record of these predictions for later discussion. Ask: What is on the front cover? (a maze and marble game) What is on the title page? (a pipe cleaner person) What is on the back cover? (bead pins) Read and discuss the blurb on the back cover. Flip through the book to get a sense of the contents, too. What would Bronwyn, the author, have

needed to know before writing this text?

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /oa/ and /or/. Flip through the text to find and read words with focus phonemes of /oa/ and /or/. Build the focus word *small* with letter cards. Notice the adjacent consonants at the beginning of the word.

Vocabulary check:

bunting p 8 decorative hanging to brighten up a room, could be small flags or decorated pins

sneakers p 4 shoes with a rubber sole, often worn for sports

Morphology: brighten – suffix -en changes an adjective into a verb – to brighten something means to make it brighter.

Etymology: pendant p 9 something to hang around your neck. Early 14th century, pendaunt, “loose, hanging part of anything”, whether ornamental or useful, from Anglo-French pendaunt (c 1300), Old French pendant (13th century), noun uses of the present-participle adjective from pendre “to hang” from Latin pendere “to hang”.

Tricky word practice: Display the tricky words *ask* and *through*. Ask: What are the tricky parts of these words?

ask – the tricky part is a which says /ar/.

through – the tricky part is ough which says /oo/ as in moon.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: What do you think a desk tidy is? What would you need to make it? On p 3, ask: How is this text different to other books you have read? (there are numbered instructions) This is an instructional non-fiction text – it shows you how to make things. Ask: Can you think of another kind of book that gives you instructions on how to make things? (e.g. a recipe book tells you how to cook things. First, it lists what you need and then it gives you the instructions or method for what to do.) What does the second instruction on p 3 tell you to do? (Trim the tape. Decorate the lid.) Ask: How does it feel different reading instructions to reading paragraphs? What do you do with your voice? Is it the same as reading a story? How is it different?
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then summarise the main ideas and report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially words with the focus phonemes of /oa/ and /or/ in them.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 5, ask: What are templates? (shapes to draw round) How many steps are there in the instructions to brighten up sneakers? (3) Do they need to be done in order? (Yes, you must start at number 1 and follow each step of the instructions in order.)

After reading

Apply learning: Discuss the text. What have you learned about instructional texts? What was the best thing you learned from this text? How would you feel if someone made one of these ideas and gave it to you for a gift? How would it make you feel if you made one and gave it as a gift to someone else?

Comprehension: Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? Encourage students to retell parts of the text. They take one of the ideas and retell the steps on how to make it in their own words. (They can do this with a partner and then swap over.) Read and discuss the questions on the inside back cover.

Find and read the words "jazz up a jam jar" on p 2. Notice the alliteration (repetition of /j/) which the author has used to make the text interesting. What do the words mean? (make an empty jar that used to have jam in it look pretty)

Look for antonyms (opposites) in the text and share their meaning with the group, e.g. dirty p 4 and clean p 2. Discuss what the opposites of the following words could be – small p 3, sharp p 3, safe p 3, easy p 6, close p 7 and so on.

Think of other times that an instructional text might be used. (e.g. instructions to assemble a lego model, to make a sponge cake, to build a shelf, to fix a puncture etc).

Fluency: Choose a passage from the book and model how to read it with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner to a partner, then swap over. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 2-3)

If you like making things, this is the book for you.

Desk tidy

Is your desk a mess? You can jazz up a jam jar or a clean tin to put your pens and things into.

What to do

1. Roll tape onto the tin or jar to make a pattern. (Always ask an adult to check that the rim of the tin is not sharp.) The tape can go around or up and down.
2. For a different look, you can trim the tape so it is less wide. If you have a jar, you can put tape on the lid, too. A lid will keep small things safe.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/oa/ spelt o. /or/ spelt a.

Write dictated sentences.

Worksheet 2: Comprehension

Answer questions about the text.

Write a procedure.

Worksheet 3: Social Science

Write a business plan.

Design a flyer.

Worksheet 4: Maths – Geometry and Design

Make a cube box.