

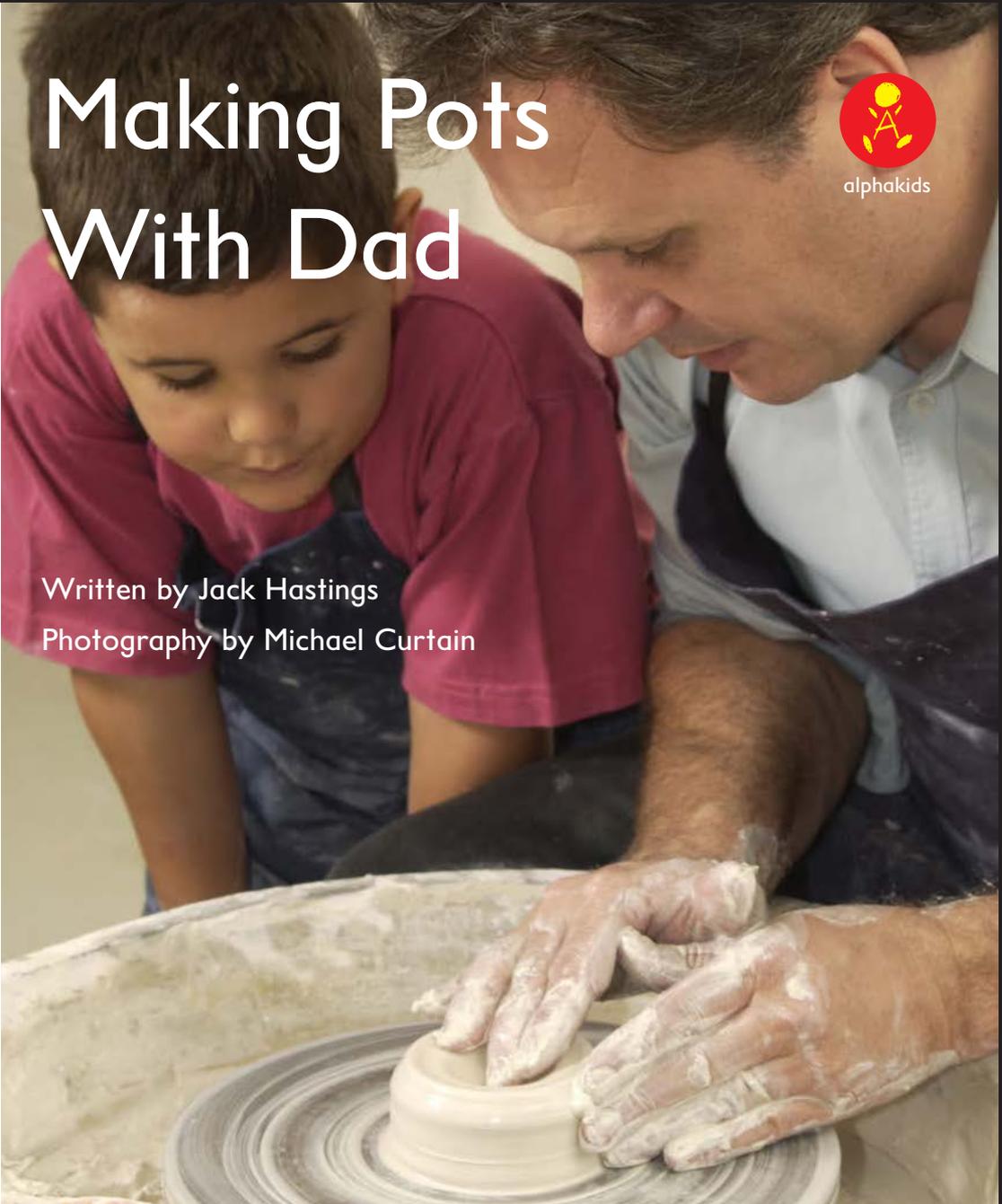
Teacher Edition

Making Pots With Dad



alphakids

Written by Jack Hastings
Photography by Michael Curtain



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

Published edition
© Eleanor Curtain
Publishing 2003

First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2837 1
Pack ISBN 0 7253 2786 3
(6 Student Books + 1 Teacher
Edition)

1 2 3 4 5 6 7 8 9
03 04 05

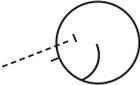
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Describes sequence of actions needed to make a piece of pottery
- Technical language

Vocabulary

potter, pottery wheel, clay, pot, handle, kiln, oven, glazes

Setting the context

Show the children some pieces of pottery or talk about experiences they may have had in working with clay during art.

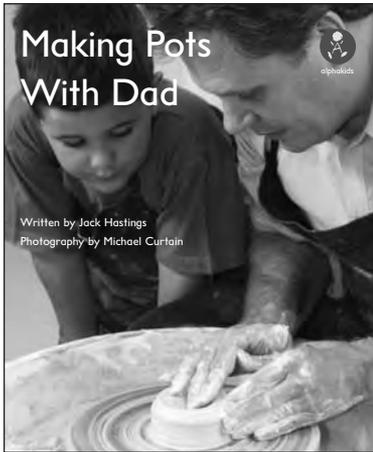
Ask: *Have you ever made something from clay?*

How did you do it?

How did you make your piece of clay hard?

Introducing the book

In this book a boy tells us about how he makes pots with his dad. He tells us about each thing he has to do to take a piece of clay and turn it into a finished pot.

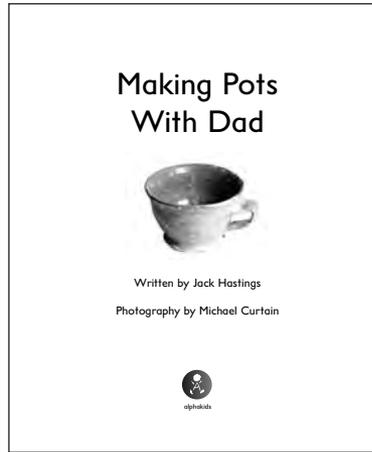


Front cover

*What is happening in this photograph?
What kind of book is this? How do you know?*

What words do you think we might read in this book?

Point out features on the cover such as the title, author and photographer.



Title page

*This is the title page.
What does a title page tell us?*

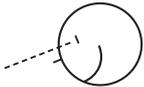


Talkthrough

Look at the photograph on page 3.

What is happening? Who do you think the man is? What is his job? What do we call people who make clay pots?

Point out that the machine he is using is called a pottery wheel.



Observe and support

Can the child explain which part of the text tells them that the boy has made pots before? If the child experiences difficulty ask them to re-read the last sentence.

The boy says that he is learning. What does that tell us about him?

My dad is a potter.
He makes pots on his pottery wheel.
Sometimes I make pots too.

It's not as easy as it looks but I'm learning
how to make pots too.



2



3

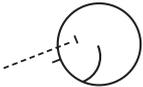


Talkthrough

Look at the photographs on pages 4–7.

What are the boy and his dad doing with the clay?

What do you expect the boy to tell us?



Observe and support

Can the child read the text fluently? It may be useful to read a passage to the child.

Can you make it sound like I did?



First we bang the clay to get the air out of the clay.

Then we roll the clay into balls and it is ready to use.



I throw the clay onto the wheel.
Dad helps me to get the clay into the middle of the wheel.
This is hard because the wheel is spinning very fast.

It is very messy!





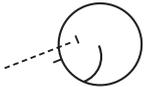
Talkthrough

Look at the photographs on pages 8–11.

What are the boy and his dad doing with the clay now?

What do you expect the boy to tell us?

What words might you see on the page?



Observe and support

Does the child notice if they have made a mistake? Do they re-read to the point of difficulty?

What did you notice? What might fit there? What would make sense?



I push my finger into the middle of the clay to make a hole. We pull the sides of the pot up. This makes it bigger and gives it shape.



When the pot is the shape I want it to be, we let it dry.



We leave the pot until it is dry enough to pick up.

Then we make a handle and stick it onto the pot.

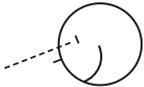




Talkthrough

Look at the photographs on pages 12 and 13. What are the boy and his dad doing with the clay now?

Talk about the photographs, modelling words from the text: kiln, oven, bakes, fire.



Observe and support

Can the child integrate a range of information to gain meaning from the text?

What is a kiln? What does it look like? What does it do? Why do potters use kilns?

To support children to use all of the information re-read the page and pause after each sentence, asking:

What new information about kilns do we have now?



12

We put the pot in the kiln to fire it.
The kiln is a big oven.
It gets very hot and bakes the clay.
Firing the pot makes it harder and stronger.
It takes a long time for the pot to bake
and to cool down.



13



Talkthrough

Look at the photographs on pages 14–15.

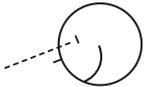
What is the boy doing to the pot now?

Why is there a photograph of the kiln again? What does that tell us?

While talking use words from the text: glaze, kiln.

Look at page 16.

How does the boy feel about his finished pot?



Observe and support

Does the child use contextual information to understand the meaning of new vocabulary?

What does the word 'glaze' mean? How did you work that out?

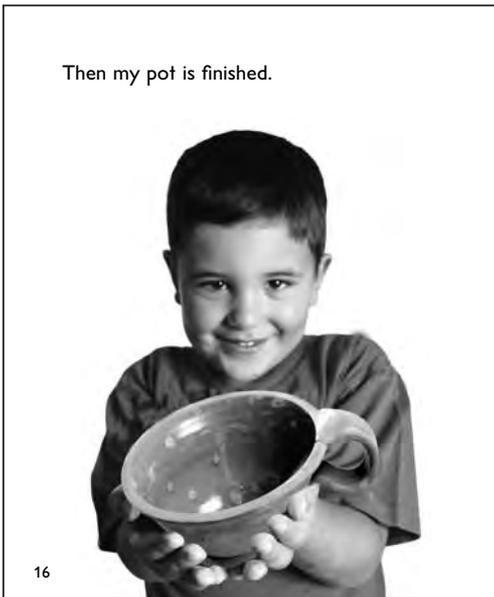
After the pot has cooled down,
I paint it.

I like to paint my pot
with different coloured glazes.

Then we put it
in the kiln again
to make the glaze
hard.



Then my pot is finished.



Making Pots With Dad

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

How do you make pots?

What does a pottery wheel do?

What is a kiln?

Why does the boy say that making pots is not as easy as it looks?

What things can go wrong when you are making a piece of pottery?

Being a code breaker

Children may like to explore the following language feature:

- Word families: pot, pottery, potter.

Being a text user

What kind of book is this? Fiction or information? How do you know?

What could this book help you to learn?

What else would you need to know to make a piece of pottery?

Being a text critic

This book shows a boy and his dad making pots. Can girls make pots too?

Do all children get to make pots?

Do all dads teach their children how to make things?

Responding to text

 Children could make a slide show using PowerPoint to show all of the steps involved in making a piece of pottery.

 Children could practise using the technical language contained in the book: potter, pots, pottery wheel, clay, kiln, fire, glazes. Encourage them to write sentences explaining how to make a piece of pottery.

 Children may like to explore the rime 'ot': pot, not, cot, dot, got, hot, jot, lot, rot, shot, trot.

Writing links

Shared writing

Discuss the format of a recount. Recounts reconstruct and describe a past event or experience. A recount usually tells the reader what happened, who was involved, where it happened, when it happened and is usually chronological. Recounts often conclude with a personal comment. Review something that the group has made together. Write a text recounting how you made it. For example, 'We made a mural.' Focus on language that indicates the sequence: first, then, after that.

Independent writing

Ask the children to write about something that they have made, explaining how they made it. Children may like to include technical language and labelled diagrams to support their texts.

Assessment

Can the child:

- Explain how to make a piece of pottery?
- Identify that the book is a factual recount?
- Explain what technical terms such as 'kiln' and 'glazes' mean?
- Read the book fluently and with expression?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Visual arts

Curriculum link: The arts

Text type: Recount

Reading level: 15

Word count: 243

Vocabulary: potter, pottery wheel, clay, pot, handle, kiln, oven, glazes

Possible literacy focus

Understanding the structure and features of recounts.

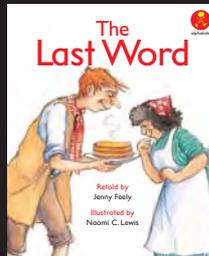
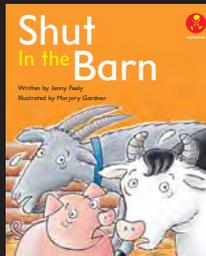
Identifying the information about making pottery contained in the text.

Learning technical words associated with pottery.

Summary

This book is about how a boy makes clay pots with his dad.

Other books at this level



ISBN 0-7253-2837-1



9 780725 328375



alphakids