

# Making a Torch

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**Level 23**

## Getting ready for reading

Prior to the guided reading session, bring a torch to class. Ask the students to draw a diagram to show how they think the torch might work. Keep these drawings for future reference.

## Talking through the book

Give each student a copy of the book. You might ask: *What type of book do you think this is? What will you expect to find inside? How will it be written?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

*How do you make a torch?*

*What can you do if the light doesn't come on?*

*How is the torch you make the same as the torch you might buy in a shop?*

*How is it different?*

### ***Being a code breaker***

Students may like to consider the language used to indicate procedure: *step one, put, remove, take, connect, thread, test, check, glue, trace, draw, cut, fold, tape, mark, attach, push, paint.*



## TEXT FEATURES

- **This book is an instructional text about how to make a torch.**
- **The text features a list of materials needed and instructions to make a torch.**
- **Headings are used to indicate the different stages in the process.**
- **Each stage of the process is set out in a number of steps.**
- **Colour photographs clearly show the process.**

### ***Being a text user***

Discuss:

*How do you read this book?*

*What information is in the photographs?*

*What is in the words?*

### ***Being a text critic***

Discuss:

*Do the instructions for making a torch work?*

*Are they easy to follow?*

*Could they have been written more clearly?*

## **Literacy learning centres – follow-up activities**

### **WRITING CENTRE 1**

Students could innovate on the book by writing instructions for making something that they know how to make such as a paper hat or a paper boat. Their instructions could be tested for clarity by asking a friend to follow them to make the item.

### **WRITING CENTRE 2**

Students could make pairs of cards which show how to make parts of the torch. On one card, they write an instruction and on another they draw what has to be done. When finished the cards can be mixed up and then put back into pairs by a partner.

### **INTERACTIVE LITERACY CENTRE**

Provide students with the materials needed to make a torch. They can work in cooperative pairs to build their own torch, following the instructions in the book.

### **WORD CENTRE**

Students could develop a list of words that tell people what to do when making things.

cut	tear	fold
paste	tape	join
mix	put	turn
attach	draw	measure
cook	blend	stick
paint	glue	nail

### Keeping track

Observing students' ability to follow instructions when making something provides information about their ability to accurately interpret what they read.