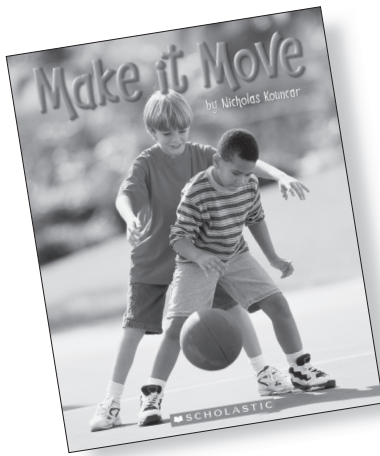


# Make It Move

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**Text Type:** Non-fiction: Description — Report

**Guided Reading Level:** E

**Summary:** The author describes a variety of toys that can move, blending photographs and repetitive sentence patterns to help students understand unfamiliar words.

**Word Count:** 77

**High-frequency Words:** *a, and, are, can, down, go, here, how, make, many, more, on, the, them, up, you*

## Text Features

### Visual Literacy

- ▶ labelled photographs

## Text Supports

- ▶ photos support the text
- ▶ repetitive sentence pattern
- ▶ labels on pages 2 and 3 that clearly identify the toys
- ▶ text appears below photos on every page

## Possible Text Challenges

- ▶ action verbs that describe how toys move (e.g., *bounce*)
- ▶ change in the beginning sentence pattern on the last page

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ making connections: text to self

### Working with Words

- ▶ word solving and building: using known words/word parts to solve unfamiliar words
- ▶ using picture cues to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make personal connections to the text
- ▶ make inferences and support them using the photographs and the text
- ▶ solve challenging words by using known words/word parts and picture cues
- ▶ use specific language that accurately describes how each toy moves

**Teaching Tip :** When assessing students' learning about non-fiction topics, it is important to observe students' understanding of the concepts/specific language throughout the lesson. Some of the best opportunities for language development may be demonstrated in the After Reading and Focused Follow-up activities.



## BEFORE READING

### Text features

### **Activating and Building Prior Knowledge**

Look at the front cover of the book. Read the author's name and discuss the title *Make it Move*. Ask students if they have any toys they can move. Ask them to share with a partner how they can make the toy move.

### Making connections: text to self

Do a picture walk, sharing personal experiences and connections to pictures in the book. Ask students to think about which toy (that they can move) is their favourite and write down the name of the toy on a sticky note. Keep the sticky notes for use in a follow-up discussion.

### Word solving and building

### **Overcoming Text Challenges**

Talk about the importance of using the information in the photographs to help students as they read the words in the text. Encourage students to reread to check their word predictions.

### Making connections: text to self/infering

Encourage students to make personal connections to the toys they see in the photographs and to think about how that toy moves.

### **ESL Note:**

The verbs *bounce*, *throw*, *pull*, *push*, *spin*, and *roll* are very specific actions. Students may require the opportunity to physically move objects in these ways to understand the movements.

### Infering

### **Setting a Purpose**

*Let's read the book to see how these toys move. On the last page, think about how you could make these toys move.*



## DURING READING

Ask each student to read the text independently, and to think about the information in the photographs as they read each page.

Observe and listen to students read the text, assisting them with word-solving strategies, vocabulary, and comprehension queries, and noting their ability to maintain the pattern at the beginning of each sentence as they track the print. Notice if students can handle the change of pattern on the last part of each sentence and the total change of sentence pattern on the last page.

If any students finish reading before the others, ask them to reread the text independently or with a partner.



## AFTER READING

### Infering

Talk about the toys on page 12. Ask, *How could you make these toys move?*

### Making connections: text to self

Encourage students to talk about the toys in the book and how they could make them move. Ask, *do you have any of the toys that were in the book? Which ones? How do you make them move?*

## Word solving and building

Refer to the photographs and ask questions, for example, *What word do you use to describe moving a basketball (page 4)? What other words can you use that describe moving the other toys?*

Model positive reading strategies you observed during the lesson. For example, *I noticed Richard studying sidewalk to see if there were any parts of the word he knew. He found side and he found walk. When he put them together he could read the word, sidewalk.*

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

**Making connections:  
text to self/word solving  
and building**

### ***Toy Actions***

Divide a piece of paper into six sections. In each of the three boxes on the left side of the paper, have students draw a toy they have (or have seen) that they can make move. In the three corresponding boxes on the right side, have students print one word to describe a specific action appropriate for that toy.

**Making connections:  
text to self**

### ***My Toy***

Provide students with copies of the BLM and have them finish the sentences and draw a picture of a toy. Encourage them to use words other than *move* to describe how they can make the toy move.

**Making connections:  
text to self**

### ***Discussion***

Have students talk about their favourite toy in the book that they wrote on a sticky note. Have them share why it's their favourite, as well as other ways they could make it move.

If there is a particular favourite among the group, discuss why it's the favourite, or if there are a number of favourites, discuss why different students like different toys.

## Word solving and building

### ***Building Compound Words***

Give students cards with the words *basket, base, ball, side, and walk*. Have them build compound words.

# My Toy

Name: \_\_\_\_\_

This is my \_\_\_\_\_ .



I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_