

Let's Make Cards

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Text Type: Non-fiction: Procedure — Instructions

Guided Reading Level: F

Summary: By following the steps in this book, students can make cards for their friends or family. Three ways of decorating cards are presented. Students are encouraged to add their own personal message to the card.

Word Count: 159

High-frequency Words: *a, back, can, in, make, of, on, out, some, the, to, will, you, your*

Text Features

- ▶ table of contents

Text Supports

- ▶ clear, supportive pictures that help to identify the procedure and supplies needed
- ▶ repetition of the phrase, “You can...”
- ▶ easy-to-read text layout

Possible Text Challenges

- ▶ table of contents
- ▶ bulleted list
- ▶ numbered steps
- ▶ page numbers need to be distinguished from numbered procedural steps

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ sequencing

Working with Words

- ▶ using picture cues and beginning letters (blends) to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ sequence the steps in the instructions
- ▶ use text features (table of contents, bullets, numbered instructions)
- ▶ solve unfamiliar words using beginning letters and picture cues

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

**Making connections:
text to self/predicting**

Activating and Building Prior Knowledge

Invite students to share a time when they received a card. Talk about the different times of the year or special days when people send or receive cards. Show students the book cover and ask what kind of book they expect this to be. Ask, *Do you think it will be a story about people receiving cards, or will it show us how to make cards?* Read the back cover and ask if that either changes or confirms their ideas about what the book is about. Do a picture walk, encouraging students to make personal connections as they look at the pictures

Text features

Overcoming Text Challenges

Introduce the table of contents page. Ask, *What information does this page give us? Where would I find out how to make a snow card?* Encourage students to articulate that a table of contents helps the reader to find information by showing which page to turn to for specific information.

Print concepts

Turn to page 4 and ask, *Why do you think they are large black dots on this page?* Help students to articulate that the bullets make a list easier to read. You might demonstrate by writing on the board a sentence such as, "To make a sponge card, you will need paper, small sponges, and paints." Students should readily see how much more clearly items stand out in a bulleted list than in a sentence.

Print concepts

Turn to page 8. Ask, *On this page, you have two numbers that are quite close together. Which one is the page number? What is the other number?* Have them look back at pages 5 and 6 to confirm. Clarify for them that the page number will always appear in a coloured box at the corner of the page.

ESL Note:

Have actual samples of sponges, paper, paint, cotton balls, scissors, etc., on hand. Tell students, *Here are some things we are going to see in the book. Who can hand me the scissors?* Write the word on the board after a student gives you the scissors. Continue with the other words.

Sequencing

Setting a Purpose

As they read the book, students should think about the steps needed to make cards. Say, *Let's read to find out how the children in this book make their cards.*



DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example if students are having trouble with the word *glue* (pages 9 and 10) say, *Can you use beginning letters and pictures to figure out this word?* Note students' successful use of reading strategies and any difficulties they may encounter. Observe students' ability to follow the text features such as the table of contents, bullets, and numbered procedural steps.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner what they learned about making cards.



AFTER READING

**Making connections:
text to self**

Ask, *Have you ever received a card that someone made for you? What was it like? Do you think they followed steps similar to the ones that were presented in this book?*

Sequencing

Discuss how the children in the book made cards. Ask students how many ways were described to make cards. Ask them to list the steps involved (note if they are able to sequence).

Text features

To model the effective use of text features, go back to the table of contents and use a think aloud to model the effective reading strategies students used during the lesson. For example, *I want to make a card with paper triangles and circles, so I will look under “Shape Card” and see that I should go to page 13.*

Word solving and building

Have students look at the word *write* on page 8, 12, or 16. Encourage them to look at the picture and then at the beginning of the word. Explain that the “w” is always silent when a word starts with “wr,” so they will hear only the “r” sound. Provide encouragement by telling them that the information in the pictures will help them solve challenging words like this one.

Look at the word *snow* on page 9. Draw students’ attention to the letter at the end of this word which is like the beginning letter in *write*. Explain that again this is a letter that is seen but not heard. Remind them that there a number of letters in words that one would expect to see there even though they cannot be heard.

Point out positive reading strategies that you observed during the lesson. For example, *I noticed that Jenna used the picture and letter sounds to help her figure out the word triangles. That’s what good readers do.*

Rereadings

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

Focused Follow-up

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

Sequencing

Making a Sponge Card

Give students copies of the BLM. Have them cut up the illustrated steps for making a sponge card and place them in order. Under each picture, have them write the step that is being carried out. Students can then make a card to check if they are right.

Sequencing

Writing/Drawing a Procedure

Have students write or draw instructions for a simple procedure that they do frequently. For example, they could write a procedure for brushing their teeth, getting ready for school, or a task they help with at home. Have them exchange procedures with other students so that they can try out each others’ procedure to see how well it works.


High-frequency words

Word Building


Ask students to build a selection of the book’s high-frequency words using magnetic, plastic, or card letters.

Making a Sponge Card


Name: _____




A child is sitting at a table, coloring a card. They are using markers from a tray. An adult's hands are visible, one holding the card steady and the other pointing to a section. A pair of scissors icon is on the left side of the panel.



A child is writing 'Thank You' on a card with a marker. An adult's hands are visible, one holding the card and the other holding a marker. A tray of markers and a pair of scissors are also shown. A pair of scissors icon is at the top of the panel.



A child is cutting out a card with scissors. An adult's hands are visible, one holding the card and the other holding the scissors. A pair of scissors icon is at the bottom of the panel.



A child is folding a card. An adult's hands are visible, one holding the card and the other holding the edge. A pair of scissors icon is at the top of the panel.
