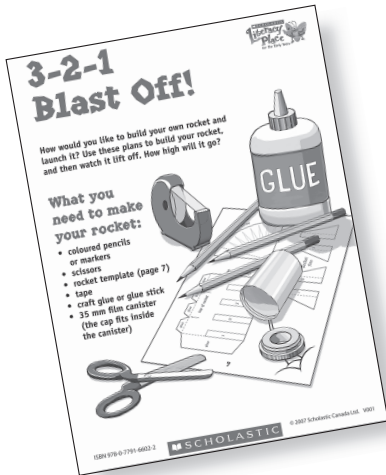


3-2-1 Blast Off!



Text Type: Non-fiction: Procedure — Instructions

Summary: This piece includes step-by-step instructions on how to build and launch a model rocket. Safety tips and challenging extensions are included as part of the text.

PDFs and Audio Available Online
www.lpey.ca
 Password: bt2g6z

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ headings
- ▶ lists

Visual Literacy

- ▶ labels
- ▶ inset instructions
- ▶ inset illustrations
- ▶ nets for rocket templates
- ▶ trademark symbol

Print Concepts

- ▶ numbered steps
- ▶ text located in various places

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ predicting

Working with Words

- ▶ language predictability: associating meanings with words

Assessment Opportunities

Note each student's ability to:

- ▶ sequence the steps in making the rocket
- ▶ predict based on the text and illustrations
- ▶ identify text features
- ▶ use a variety of strategies to solve unfamiliar words
- ▶ use context to work out word meanings

Oral Language Opportunities

- ▶ listening and responding to teacher think-alouds and prompts
- ▶ paraphrasing partner's instructions before constructing the rocket
- ▶ discussing in a group

Teaching Tip: It is important to track print and point out the special features of this procedural text. Use a small pointer to direct students' attention as you read.



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show the first page. Cover everything except the title. Read the title, *3-2-1 Blast Off!* Ask, *Where might you hear these words? What do you think of when you hear blast off?* Now, show the illustrations. Ask, *What items do you see on this first page? What do you think this story is going to be about?* Now, show the text. Ask, *Does this look like it's going to be a story? What do you notice about the text that might make you think otherwise? Look at the way the text is laid out.* Point out the subheading and the list underneath. Ask, *Where do you usually see lists of things? If you read the title and subheading first, would that give you a clue about what this is going to be about?*

Sequencing

Setting a Purpose

Say, *Let's read these pages to find out what steps are needed to make a model rocket.*



DURING READING

Text features

Show page 2. Ask, *Do you see any subheadings or lists? What is the difference between the list on page 1 and the list on page 2? (make vs. launch)*

ESL Note: Make a Venn diagram to discuss the features of fiction and non-fiction texts.

Sequencing

Turn to page 3. Point out the number 1. Ask, *Is this like the lists on the first two pages? How is it different? Why are these ordered by number and the other lists aren't? (the numbered list has to be followed in order)* Read the steps, inviting students to join in. Continue onto page 4.

Tracking print

Move on to page 5. Tell students you are going to continue reading and ask them to pay particular attention to the subheadings and lists. Read the text, continuing with page 6 and inviting students to join in.



AFTER READING

Predicting

Ask, *Did you decide whether this is a story or not? Is it just a set of instructions or does it tell a story?* (sections are: “What you need to make your rocket,” “What you need to launch your rocket,” “Making Your Rocket,” “Launching Your Rocket”) *This type of text is called procedural or instructional. Turn to your partner and share why you think it’s called that.*

Sequencing

Say, *Let’s go back and look at pages 3 and 4. What does this set of steps show/tell you to do? Turn to your partner and tell them what you need to do first, next, and last to build the rocket. Now let’s look at pages 5 and 6. What does this set of steps show/tell you to do? Your partner should give you the answers.*

Second Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ analyzing

Working with Words

- ▶ language predictability: associates meanings with words

Assessment Opportunities

Note each student’s ability to:

- ▶ sequence steps in making the rocket
- ▶ analyze: explain why it is important to have steps in sequence
- ▶ identify text features
- ▶ use a variety of strategies to solve unfamiliar words
- ▶ use context to work out word meanings

Oral Language Opportunities

- ▶ listening and responding to teacher think-alouds and prompts
- ▶ partner sharing
- ▶ discussing in a group

Teaching Tip: Before beginning the second reading, you will need to gather the items listed to make the rocket, as well as make copies of the pattern on page 7.



BEFORE READING

Self-monitoring

Activating and Building Prior Knowledge

Show page 1. Say, *Before good readers start reading, they preview the title, pictures, illustrations, headings, etc. Let’s do that now.* Read the title and subheading. Ask, *What is this list for again?* (things you need to make a rocket) Continue through the rest of the pages, reading the subheadings and reminding students of the role of the lists and steps.

Teaching Tip: When shared reading is used as an instructional approach, it is important that students join in the reading. They must take some of the responsibility for the text. It is suggested that you use choral reading for this purpose.

Sequencing

Setting a Purpose

Say, *Today, as we read the text again, we're going to follow the instructions to actually build a rocket. We'll make one rocket for the class.*



DURING READING

**Tracking print/
building confidence**

Look at page 1 again. Say, *Let's read the list of things we need to make the rocket. As the list is read, hold up each item and place it in an easily accessible spot or have students do this for you. Use your pointer or finger to track the print.*

**Print concepts/
visual literacy**

Now look at page 2. Say, *Look at this insert at the bottom of the page. Ask, Why would the author put this information into a box? Look at the word Alka-Seltzer®. Notice the symbol after the word. What do you think that stands for? Explain the use of trademarks.*

Analyzing

Read the list of items at the top of the page. Ask, *Do we need these items today? Why or why not? (No, we're not launching the rocket today.)*

Sequencing

Turn to page 3 and then page 4. When page 3 is up, say, *Look at the box in the top-right corner of the page. What do we need this for? That's right, it's the pattern to make the rocket. We need this before we can get started. Now let's read the steps. As each step is read, follow the instructions. Have different students help out as the rocket is constructed.*

Teaching Tip: The class constructs one model following the instructions in the text. This allows for the gradual release of responsibility, since students are not expected to make one on their own yet.



AFTER READING

Analyzing

Ask the group to think about what part of the rocket construction was the most difficult. Have students turn to their partners and ask what the most difficult part was for them. Say, for example, *Now, how do you think you can overcome this difficulty? Was it important to follow the instructions in the order they were presented? Would it be more difficult if you did them out of order? Share answers in the whole group. Ask, What do you need to have ready to make your own rocket?*

Teaching Tip: You might have students colour and cut the pattern (page 7) in preparation for the third reading.

Third Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ evaluating

Working with Words

- ▶ word solving and building: words with silent letters and multi-syllabic words

Assessment Opportunities

Note each student's ability to:

- ▶ sequence steps in making and launching the rocket
- ▶ evaluate the effectiveness of the instructions
- ▶ use a variety of strategies to solve unfamiliar words
- ▶ use context to work out word meanings

Oral Language Opportunities

- ▶ listening and responding to teacher think-alouds and prompts
- ▶ paraphrasing partner's instructions before constructing the rocket
- ▶ discussing with a group

Teaching Tip: Before beginning the third reading, the items listed to make the rocket will need to be available to students, as well as hard copies of pages 5 and 6. You could also write out the launching steps on chart paper to take outside.



BEFORE READING

Evaluating/making connections: text to self

Activating and Building Prior Knowledge

Ask students to give examples of other situations where they had to follow instructions. Ask, *What makes instructions easy to follow? Can you think of anything the author used in 3-2-1 Blast Off! that helped you?* (Illustrations, numbers, pattern, insert boxes, labels, etc.)

Sequencing

Setting a Purpose

Say, *Today as we read 3-2-1 Blast Off! again, you are going to follow the instructions to make your own rocket and then follow the instructions to launch it.*

Teaching Tip: Depending on the needs of the class, you might choose to have them make rockets in groups, rather than individually.



DURING READING

Sequencing

You may choose to start with page 1 and read over the list of items you need, or you may choose to go right to pages 3 and 4 and begin reading the instructions. If students are each making their own rockets, you need to have them come up individually and track the print for you. If students are making rockets in groups, invite them to join in the reading. Read the instructions and have students follow each one.

After the rockets are completed and as the glue is drying, move on to pages 5 and 6. Explain to students that the rockets will have to be launched outside and they will need to have a copy of the instructions with them. Say, *Let's read the instructions over together.* Read pages 5 and 6.

Language predictability

As you read, stop at any difficult words to clarify meaning. Model using different strategies to tackle unfamiliar words. Use these prompts: *Does that make sense? What's the ending on this word? I know another word that looks like that.*



AFTER READING

Sequencing

Following the instructions on pages 5 and 6, have students take their rockets outside and launch them.

Evaluating

After the launching, gather students together to discuss the success of their rocket launching. Ask, *Were the instructions clear and easy to follow? Did the author do a good job of providing instructions? Do you have any suggestions that could make the instructions more helpful?*

Synthesizing

Ask, *What advice would you give to someone who is trying to make their own rocket? Is there something that really stands out that you think is important for them to know? Why is it important to read the instructions beforehand and to follow them in sequence?*

Word solving and building

Have students identify any tricky or difficult words. Have them share the strategies they used to solve the unfamiliar words.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings.

For each reading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of the students in your class.

Text features	Print Concepts, Book Handling, and Text Features Identify all the features of this non-fiction text. Categorize them according to text or illustration support.
Tracking print	Continue to track print, but offer individual students opportunities during reading. Reinforce the different locations of text as compared to a narrative.
Predicting	Focusing on Comprehension <i>Ask, How could you change the model of your rocket to improve on it? Try out some of the suggestions on page 6. Which rocket goes the highest?</i>
Synthesizing	<i>Ask, What safety considerations would be needed when preparing to build and launch a rocket?</i>
Word solving and building	Working with Words Locate words that have silent letters. Sort them according to a common pattern. Then, look for words that have long vowels. Sort them by category, e.g., “e” on the end, “y” etc.



RESOURCE LINKS

Writing

Have students write a series of instructions for a simple construction (e.g., a waterwheel). Have them use the list and numbered steps from *3-2-1 Blast Off!* as a model.

Teaching Tip: Scaffold this activity for learners by providing a template with headings and numbers. You may need to model a classroom procedure and have it posted as a model.

Independent Reading

Make the online PDF and audio available for students. Invite students to use these materials to read the text independently.

Teaching Tip: The online audio for this text includes a fluent reading and a cloze reading. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Have students share their rocket-building experience with a family member. Encourage the family member to share something they had to build, based on instructions. Ask them to find examples at home of things that require following instructions.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Countdown” and “Experiment”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read examples of other books that outline procedures or instructions, for example:

Things That Go: How to Make Toy Boats, Cars, and Airplanes by Judith Conaway (Troll Communications, 1997)

This book provides directions for making 17 toy boats, cars, and planes, including a milk-carton ferryboat and a toothpaste-box airplane.

Making Things: The Handbook of Creative Discovery by Ann Sayre Wiseman (Megan Tingley, 1997)

This book covers everything from making masks to stilts with clear, easy-to-read instructions and illustrations. This is a valuable resource for adults to use with children.

100 Science Experiments by Georgina Andrews (Usborne, 2005)

There are illustrated step-by-step instructions with a photo of the result for every experiment in this book filled with amazing experiments that provide great educational value.