Guided Reading Teaching Plan

Make Electrostatic Slime

Text Type: Non-fiction: Procedure — Instructions

Guided Reading Level: L

Summary: Instructions for making electrostatic slime are accompanied by photographs and explanations. Required materials are easily accessible.

Text Features

- headings
- captions

Visual Literacy

- photographs support the procedure
- bullets and numbers
- boldfaced words

Text Supports

- photographs support the procedure

Possible Text Challenges

- bulleted list of materials
- numbered steps
- subject-specific vocabulary, e.g., *cornstarch, vegetable oil, Styrofoam, container, electricity, static*
- challenging words, e.g., *refrigerator, create, carpet, against, objects, reaction*

Reading Strategies

Comprehension

- sequencing
- analyzing

Working with Words

- using a variety of strategies, such as familiar words, prefixes, suffixes, and visual and context cues to solve unfamiliar words and determine word meanings

Assessment Opportunities

Note each student's ability to:

- analyze the text and photographs to locate information
- follow the sequence of steps in the instructions
- use a variety of strategies, such as familiar words, and visual and context cues, to determine meaning of subject-specific words

Oral Language Opportunities

- discussing with a group
- discussing with a partner
- retelling

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BEFORE READING

Predicting/text features

Activating and Building Prior Knowledge

Display the front cover and read the title to students. Explain that *electrostatic* is made up of two words: *electricity* and *static*. Write these words on the board or on chart paper. Ask students to predict what this text will be about by looking at the picture, reading the caption, and using their background knowledge. Say, *According to the caption, what will the slime be able to do? How do you think the slime will feel if you touch it?*

Making connections: text to self

Overcoming Text Challenges

Ask students to look at the photograph of the girl and describe what they think is happening. Ask, *What can happen if you walk on a carpet in your socks and then touch something? Do you know why you get a shock?* Direct students to read the explanation on page 2.

Word solving and building

Ask students to locate the words *static electricity* on page 3. Write the root word *electric* on the board and then add the ending "-ity." Assist students with reading the word. Explain that they will see other words with these kinds of endings and remind them to look for words they know within the word.

ESL Note: In addition to locating the words *static electricity* directly, point out words like *slime* and *shock* to ensure comprehension right from the beginning. You may wish to bring in some everyday materials that can demonstrate these words (e.g., peeled grapes, pre-set gelatin, the inside of a pumpkin or its seeds, etc.).

Text features

Point out the headings on each page. Direct students' attention to the two main headings—"Make the Slime" and "Charge the Slime"—and discuss the different experiments. Point out the materials in the bulleted list. As students look at each numbered step, indicate the corresponding photograph. Proceed through the last two pages, matching each numbered step to the photographs. If students require additional support, ask them to explain what is happening in each photograph.

Teaching Tip: Have a set of metric measuring spoons available to show students the quantities in the experiment.

Synthesizing/analyzing

Setting a Purpose

Tell students that they are to read the experiment to find out how to make electrostatic slime. Remind them that when they are finished, they are to explain why the slime acts as it does.

DURING READING

Ask students to read the text independently, and make pictures in their minds of what they would be doing in each step.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, and comprehension queries. Offer

prompts, such as, *What do you mix together to make slime? How long should it be in the refrigerator?*

Note students' ability to decode unfamiliar words and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the text and discuss with a partner why the slime moves toward the Styrofoam.

AFTER READING

Sequencing

Using the photographs, have students orally explain the steps in the experiment. Remind students to use the key words *first, next,* and *then* in their explanations.

Analyzing

Ask students to explain why slime moves toward the Styrofoam.

Inferring

Talk with students about how walking in socks on a carpet is similar to rubbing Styrofoam against hair. Encourage them to use terms from their reading, including *static* and *electricity*.

Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure out the words. Point out positive reading strategies. For example, say, *Caren looked at the word* reaction *and sounded out the "re-" beginning. She then recognized* act *and the "-ion" ending. When she blended them together, she read* re-act-ion.

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 the needs of your students.

Scrambled Steps

Sequencing

Provide students with a copy of the BLM. Have them cut apart the steps for making slime and place them in order. Then have students cut apart the steps for charging the slime and place them in order. Students can compare their final sequences with a partner to confirm or adjust their sequence of steps.

Make Electrostatic Slime

Sequencing/analyzing

Provide opportunities for students to complete the experiment by reading the directions, following the steps, and explaining the outcome.

Science Action Words

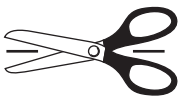
Language predictability

Provide students with a list of actions included in the directions. Ask them to draw a picture for each word that would help explain the meaning: *mix, chill, scoop, observe*.

Scrambled Steps

Name:_____

MAKE THE SLIME



Cool the slime in the refrigerator.

Mix the cornstarch and vegetable oil together.

Check to see if the slime flows smoothly.

Take the slime out of the refrigerator.

CHARGE THE SLIME

Watch the slime bend toward the Styrofoam.

Rub the Styrofoam against your hair or sweater.

Turn off the lights to see if you can observe any sparks when the slime jumps to the Styrofoam.

Scoop up the slime and let it drip down close to the Styrofoam.

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