



# Build Your Own Easel

	<b>Text Type</b>	<b>Lower</b> 1500–1800 words RA 8.8–9.2	<b>Middle</b> 1900–2400 words RA 9.3–9.7	<b>Upper</b> 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## BUILD YOUR OWN EASEL

### Lower level fact

**Text type: Procedure**

**Reading age 8.9**

**Word count 1,643**

### Before Reading

Ask students if they have ever built anything using a set of instructions. Invite students to share the types of things they have built. *How did the instructions help you?* Guide the discussion so that students understand that instructions provide a guide to the order that things need to be done, the way things need to be done, and any special things that you need to know about the assembly.

*What can make it difficult to build things?*

Guide students to understand that knowing how things need to be positioned can be tricky. Link to things students have built. *What can make assembling some things easier?* Lead students to understand that toy parts are often coloured to make it easier to locate the parts you need.

*What do some sets of instructions have to make it easier to follow them? Prompt students to suggest pictures.*

## COVER

### Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about.

Read the blurb.

*What additional information does this give you? What do you expect to find inside this book?*

*What is a procedure?* Guide the discussion to build understandings that this book will help us to follow a sequence of steps to build an easel. *Do you think it would be tricky to build an easel? What would be tricky about it? Do instructions make this type of job easier? How?* Discuss.

*What does it mean to apply the finishing touches? What could the finishing touches be?*

*What could you use an easel for?* Discuss a variety of ways to use an easel.

## CONTENTS PAGE

*Open the book. Tell me what you know about this page.* Discuss features of the contents page. *Where would I go to find out which tools I need?* Students should quickly respond with the page number. Repeat for other pages.

Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they'd like to start.

Students should also mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean? Do you think this might be a useful place to start?*

## INTRODUCTION

### During Reading

*What do you notice about the illustration? What are the letters for?* Guide students to build understandings of the key. Tell students that a key explains what the symbols mean on a diagram. *What are the symbols on this diagram? Let's go to the key on page 4 and find out what each of the letters means. What do we need to do to read the diagram?* Guide students to understand that we need to check each letter in the key to see what it means,.

*As you read pages 4 and 5, take note of what an easel can be used for and see if there are any extra uses besides what we thought before we began reading. Spend time working out what all the information from the diagram and key tell you. Think about the purpose of each part of the easel. Be ready to explain what each part means and what you think it does.*

*There is a bold word to look up in the glossary. Don't forget to reread that sentence once you've checked.*

### After Reading

*Did you discover any new uses for the easel? Discuss what they are. What do we have on the easels at school that is not on this easel?* Students may suggest a board across the front.

*Discuss each element of the key and check where it is on the diagram.*

*Show where the brace piece is. What does the word brace mean?* Explain that a brace is something that adds strength. *How might the brace on the easel add strength to the design?*

Build knowledge of the remaining parts. Discuss which are the front and rear legs, what the word vertical means, why one part is called the cross piece, and what a T-hinge might look like.

*What additional features does this easel have?* Students should indicate the containers.

*Do you think this easel would be easy to build?* Invite inferences.

## THINGS YOU NEED TO REMEMBER

### TOOLS YOU WILL NEED Before Reading

*As you read pages 6 and 7, jot down in a few words, the three important things that you need to remember. You will need to check the glossary for some new words. Don't forget to reread the sentence again afterwards.*

*What does page 7 tell you? Examine the tool set and discuss the key. Do you recognize any of those tools? Allow students to share their knowledge of tools. Ask them to tell you what the tools they know are used for. Have you used that tool yourself, or have you seen someone else use it?*

*Be ready to offer some suggestions about how the tools that we don't know may be used.*

## **After Reading**

*What are the three things we need to remember? Invite students to explain briefly what these are. Encourage elaboration and clarification if needed. Ask students to explain why each of the things is very important. What could happen if you do not remember these things?*

*Discuss the tools on page 7. Ask students to infer what the unknown tools could be used for. Think about what they look like, that's often a clue. Invite inferences. For any unknown tools, ask students whether we're likely to find out more about them as we read.*

*Why is it important to wear protective gear? What kind of protective gear might be useful when building an easel?*

*What is the workplace?*

## **MATERIALS YOU WILL NEED**

### **During Reading**

*What do you see on page 7? Can you work out what some of these pieces will be used for? Discuss the parts of the easel. Check back to page 5 to see how each part will become an important part of the construction.*

*When you read pages 8 and 9, take note of how each of the materials has very specific specifications. That means each part has been measured carefully for this easel. Be ready to discuss why this is important.*

*Jot down any words that you don't know. Think about what they might mean and be ready to share this after reading.*

*Remember to check the glossary as you read. Also take note of the important safety message.*

## **After Reading**

*What did you notice about the list of materials needed for the easel? Discuss why the easel needs exact wood lengths. What could happen if the lengths were even just slightly off? Relate it to the legs of a chair or table. What would happen if one was longer or shorter than the others?*

*Discuss some of the words that may be unknown, eg, gutter bolts, washers, and nuts. It helps to have these items ready to show the students. Discuss what each part is used for. Has anyone seen Mum or Dad use these at home? What did they do with them?*

*What is a hardware store? Which ones do you know around this area? Who has been inside a hardware store? What did you see?*

*What important safety message did you read? Discuss the chemicals and splinters from the wood and the need for gloves and sturdy shoes. What sort of shoes would be considered to be sturdy?*

## **INSTRUCTIONS FOR BUILDING YOUR EASEL**

### **During Reading**

*Walk through pages 10 to 19, examining the photographs and diagrams and discussing what is happening in each one. Pay particular attention to page 11 to ensure that students understand the key and also understand the relevance of the measurements. Guide questions:*

- What is happening? Why?*
- How does this step need to be done? (carefully and precisely to make everything fit together)*
- How do you use this tool?*
- What do these photographs show?*
- What is the job of the clamp?*

- *What is the string used for?*

*As you read, take note of what you need to do to build the easel. Jot down the steps that need to be followed.*

You may choose to have students read this section of the book in parts, stopping to discuss relevant sections of the text as you go.

## After Reading

Discuss the steps to build the easel. Support students to identify the main ideas. Discuss their responses and assist them to find the most important main point for each. Students may find this difficult due to the amount of text dedicated to each main idea. List the main ideas on the board and dot point the finer details students provide beneath.

For example:

1. Measure and mark the holes for the gutter bolts.
2. Drill the holes.
3. Lay out the easel the way it needs to be assembled.
4. Line up the holes and join using the gutter bolts and nuts. (Wait until the end to tighten all the gutter bolts and screws).
5. Attach the T-hinge to the top of the rear leg.
6. Add the string.
7. Fix the containers.

## HOW TO USE YOUR NEW EASEL

### During Reading

Direct students to observe what is happening in the photographs. *Predict what this girl is doing.* Discuss students' predictions. Ask them to explain the reasons for their predictions.

*As you read pages 20 to 22, take note of any*

*extra ways to use an easel. Jot down some of the interesting ideas. You should be ready to share four great ways to use an easel to have fun.*

*Think about the ideas for using the easel. Be ready to discuss which ideas appeal to you most. Think of ways you would use the easel for these ideas. Who else do you think an easel would be handy for? Jot down some ideas of people who may have use for an easel.*

### After Reading

Discuss the variety of things that can be done using an easel.

*What are the four things suggested in the book? Encourage students to explain how to:*

- prepare hardboard to make a pin board
- prepare hardboard to make a blackboard
- turn the easel into a whiteboard
- use the easel for painting on canvas

*Can one easel be used to do all of these things? How? Direct students to page 22 to check if needed.*

*What would you do with an easel? Ask students to brainstorm responses.*

*Who else might have use for an easel? For what purpose would they use it? Discuss.*

## ⚠ CODE BREAKER

This book has lots of action words that happen in the present tense. Present tense means that something is happening now. For example, if the action word means *to build* then the action word for this happening in the present is *building*.

If we were talking about actions that have already happened, we would say that they occurred in the past, or past tense. For example, if the action word means *to drill*, then the action word for this if it occurred in the past is *drilled*.

Direct students to write the present and past of these action words:

*drill, clamp, hammer, slip, assemble, build, buy*

Remind students that not all words are as simple as adding -ed or -ing.

## 🗉 MEANING MAKER

Tell students that words appear in the glossary to help the reader understand what they mean. *Look at the words in the glossary of this book. What do you notice about them?* Invite students to observe that they appear in alphabetical order and some are one word and others are two words, eg, hardware store.

Instruct students to write glossary definitions for these words. Explain that rereading these words in the book will help them make their meanings clear:

- *vertical*
- *protect*
- *assemble*
- *attach*
- *chemicals*

## 🗉 TEXT USER

*If you were writing a book that teaches someone else how to do something, what would your topic be? Think about something that will be easy for you to explain to another person, and that is not too involved or complicated. Discuss it with a partner. Take turns explaining the steps involved in the procedure.*

Regroup and discuss the factors that made this task difficult. Instruct students to organize their thoughts by drawing or writing the steps in order. Tell them to add numbers and go through the process in their head to check that they haven't forgotten anything.

Tell students to go back to their partners and have another go at explaining their task.

## 🗉 TEXT CRITIC

*Who do you think this book would appeal to more – boys, girls, men, or women? Give reasons.* Show students a range of procedural texts, some magazines and narratives. Look through several samples, discussing illustrations, themes, topics, colour, and layout. Discuss elements of the texts that students think would appeal to boys, girls, men, or women.

Instruct students to work in pairs. Tell them to record the titles of the books and think about the audience that each text would suit. *For each text, write the audience you think the book has been aimed at and record the reasons for your choice.*

## USING MULTIPLE INTELLIGENCES

Students will need safety goggles, hammers, nails, large and small pieces of wood, plastic bottles, assorted odd materials to decorate (eg, bits of vinyl, felt, wool, fabric, buttons, etc), and craft glue.

Students work independently.

**Collect:** items from the ground outside. Look for bark, leaves, pieces of wood, and flowers to add to the items above. (N)

**Construct:** something of your choice using the things you have collected and the objects above. (B, S)

**Write:** five clues about your completed work on one side of a piece of card and write the answer on the other. Display all the constructions with the clue cards for others to guess. (V)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# Build Your Own Easel

Name \_\_\_\_\_

Things you need to remember:

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Tools you will need:

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Complete the steps to build the easel:

1. Measure and mark the holes \_\_\_\_\_
2. Drill \_\_\_\_\_
3. Lay out the easel the way it needs to be assembled \_\_\_\_\_
4. Line up the holes and \_\_\_\_\_
5. Attach the T \_\_\_\_\_
6. Add \_\_\_\_\_
7. Fix \_\_\_\_\_

Ideas for using the easel:

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# Build Your Own Easel

Name \_\_\_\_\_

Multiple Intelligences (visual-spatial, verbal-linguistic)

Invent some protective gear to wear when using tools and equipment. Record how it would prevent injury.

Name of item	Draw this item	Description – what it looks like and what it is made from	How it prevents injury



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# Build Your Own Easel

Name \_\_\_\_\_

The steps for making the easel are mixed up. Put them in the correct order. Number each step. Use your book to check.

- Lay out the easel to see how it needs to be assembled.
- Fix the containers.
- Assemble the pieces using the gutter bolts and screws.
- Add the string.
- Go to the hardware store and buy the materials.
- Measure and mark where to drill the holes.
- Attach the hinge to the rear leg.
- Drill the holes.

The correct order:

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# Build Your Own Easel

Name \_\_\_\_\_

Use the action words at the bottom to fill in the blanks.

1. You can \_\_\_\_\_ your own easel if you have time, tools, and materials.
2. First you need to \_\_\_\_\_ some wood and materials at the hardware store.
3. Then you have to \_\_\_\_\_ how to use each tool.
4. Learning how to \_\_\_\_\_ the tools is important so that you do not hurt yourself.
5. Next you need to \_\_\_\_\_ some instructions that will explain the procedure.
6. Don't forget to \_\_\_\_\_ protective clothing to prevent injury.
7. Then you need to \_\_\_\_\_ and mark where you will drill the holes for the gutter bolts.
8. When you have measured and marked the places, you need to \_\_\_\_\_ the holes.
9. It is now time to \_\_\_\_\_ your easel.
10. After your easel is assembled, \_\_\_\_\_ it as a blackboard, whiteboard, pin board, or painting easel.

Word list:

drill	measure	use	build	follow
buy	use	assemble	learn	wear



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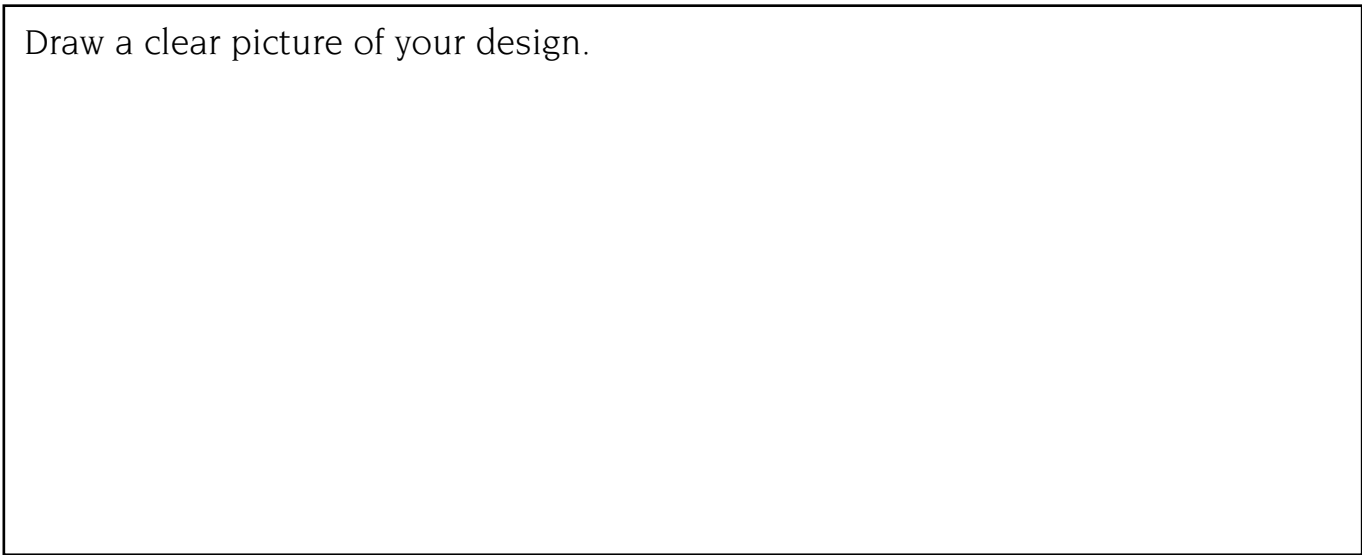
# Build Your Own Easel

Name \_\_\_\_\_

Build something out of blocks.

Write the instructions for someone else to build the same thing. It will help if you write the colour of the piece, its shape and size for each step. Make sure you number each step and take care to write them in the correct order.

Draw a clear picture of your design.



Follow these steps:

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# Build Your Own Easel

Name \_\_\_\_\_

## Cause and Effect

You need to be very careful when following instructions. Many things could go wrong if you don't take care. What would happen to the easel if:

You didn't measure carefully where to drill holes?

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The lengths of wood were not cut to the right size?

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The nail holes were too large?

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you tightened all the bolts and screws too early:

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You didn't tighten the bolts and screws enough?

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# Build Your Own Easel

Name \_\_\_\_\_

Look at some books that give instructions or follow procedures. Write down some of the features of these books that make them easier to understand.

Title	Features	How the features help me understand this book



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# Notes

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