

Working with Wood

Small Group Reading

Before reading

Ask students what they already know about woodworking. Have they ever made anything from wood? Have they ever seen something being made from wood? Look through the text with students pointing out text features that provide additional information, such as headings and graphic organizers. Ask students how these features can help them locate information quickly. Point out and discuss Reading vocabulary.

During reading

Ask students the following questions as you read each section of the text together.

CONTENTS PAGE (page 3)

- What page do I turn to if I want to know how to make a jigsaw puzzle? (literal)

SAFETY (pages 6–9)

- What are some tips for using tools safely? (literal)

TOOLS AND EQUIPMENT (pages 10–13)

- Why should you always wear shoes when making things with wood? (inferential)
- Why are pinewood and plywood good types of wood for woodworking projects? What words in the text tell you this? (inferential)

THINGS TO MAKE (pages 14–23)

- In your opinion, what would be the most difficult piece to make? Why? (personal response)
- What age range do you think these projects are appropriate for? Why? (critical thinking)

After reading

Have students complete BLMs 1 and 2 after you explain the instructions for each activity.

Summarizing Have students write a brief summary of this book to be published in the school newspaper. Remind them that summaries only include the main points from the text. Ask students to include whether or not they recommend the book and why. **(BLM 1)**

Understanding text structure Have students place a check mark next to features on the chart on BLM 2 that are included in the text.

Spelling Students should combine words in the box on BLM 2 to form compound words featured in the text. **(BLM 2)**

Grammar Have students retell the steps involved in making a picture frame. Tell them to write each step on a sentence strip. Discuss with students the sentence structure of the list of steps. Point out that a command verb begins each step. Students should put the sentence strips in order as a group and then independently. Then have students write the steps involved in doing something they already know how to do, such as following a recipe or completing an art project. Ask them to point out the command verbs used.

Fluency Pair students and have them select a project written about in the text. Tell them to read aloud the parts of Sandy and Jonathon to each other until they can do it fluently.

➔ Nonfiction text checklist



Does your book have these features? Place a check mark under “Yes” or “No” for each feature in the table below.

Features	Name of book:	
	Yes	No
Contents page		
Bold print		
Large print		
Italics		
Headings		
Subheadings		
Diagrams		
Photographs		
Captions/labels		
Glossary		

Explain how these features help you to read the book more easily. Why are these features found mostly in nonfiction texts?

➔ Compound words

Combine these words to create compound words used in the text.

bench	craft	paper	pan	work
sand	jig	dust	saw	wood
