

# Make It Spin

by Keith Olsen

illustrated by Peter Campbell



## Book Summary

In this story, a child makes a simple paper helicopter. The clear procedural text and accompanying diagram for the project will enable the readers to create their own helicopters.

## Features of the Book

- The clear sequence of steps in the text.
- The close picture/text match.
- Well-spaced text in a consistent position on the page.
- The high-frequency words – “it”, “up”, “go”, and “a”.
- The exclamation point on the final page.
- The word endings – “in” and “ip”.
- The rhyme – “hold” and “fold”.
- The apostrophe in the contraction “it’s”.
- The simple, labelled diagram to help build skills in content reading.

## Purpose

*Make It Spin* can be used in a guided reading setting to introduce the following skills and strategies:

- 📖 sharing own experiences related to the content of the story;
- 📖 introducing and discussing new words contained within the story;
- 📖 retelling the sequence of the story using own words;
- 📖 writing a simple set of instructions.

## Introducing the text

Talk about helicopters with the group. Look at a photograph of one and discuss the different parts.

- Which parts of the helicopter spin around?
- Has anyone had a ride in a helicopter?
- How does a helicopter fly?

Try to draw out the fact that a helicopter can move up and down and hover, as well as go forward. Read the title and the names of the author and illustrator to the group.

## Reading the text

- 📖 Sharing own experiences related to the content of the story.
- 📖 Introducing and discussing new words contained within the story.
- 📖 Retelling the sequence of the story using own words.

Read the title page text to the group.

- What is the boy doing? What do you think he is making? What part of a helicopter spins?

Pages 2 to 4 – Look carefully at the illustration on each page.

- What is the boy doing? What is he using to help him?

Page 5

- What is the boy going to do? Why is he up on a chair?

Pages 6 and 7 – Look at the motion in the pictures.

- How has the illustrator shown movement?

Page 8

- What does it look like now?

Point out the diagram on the inside back cover. The children now read the book independently.

## Revisiting the text

- Can you tell me what word is on nearly every page?

Look at the short vowel in “clip” and ask the children to think of other words that have this sound.

Help the children to think of some new words using the word ending “in”.

## Following Up

- 📖 Writing a simple set of instructions.
- ✏️ Help the children to write out a simple set of instructions for something they know how to make. They could give this to other children to try out.
- Write the words of the text on pieces of cardboard for the children to sequence.
- 📖 Complete the blackline master opposite.