**Catapults**

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| Fluency, Language, and Text Features | Adjectives, Sequences and Procedures, Silent Letters, Glossary |
| Level | M |
| Content Area | Science – Physical Science |
| Text Type | Informational |

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| **Teaching points** | **Notes** |
| **Adjectives**  Explain that words that describe things are called adjectives. During reading, have students practise identifying adjectives that describe the catapults and other things in the text (e.g. dreaded, enemy, ancient, thick, big, large, huge). |  |
| **Sequences and Procedures**  Point out that the instructions on page 30 tell how to build something. The list of materials says what you will need, and they are similar to an ingredients list. The text tells what order to do things in. Discuss that instructions don’t always have numbers, but you have to notice the words “next”, “then”, and “finally” to give you the right order. |  |
| **Silent Letters**  Point out that some words have silent letters – letters that are part of the spelling, but you don’t say them. Discuss the word “castle” and how it is pronounced like “cah-sill”. The word “Trebuchet” is a French word, and is pronounced “treh-byoo-shay” without saying the last T. Brainstorm other words that have silent letters (e.g. knife, climb, sight). |  |
| **Glossary**  Words are bolded throughout the book so you know that you can check the glossary for their meaning. Model how to flip to the back of the book to look up the words alphabetically. |  |