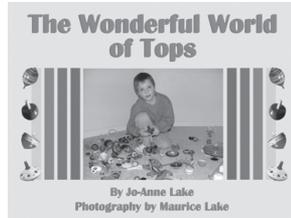


THE WONDERFUL WORLD OF TOPS

By - Jo-Anne Lake
Photography by - Maurice Lake
Genre - Report, Procedural
Set 18 - 246 Words

Building Anticipation - Setting the Context

Ask students if they know what a collection is. Initiate a discussion about things the students like to collect. Talk about why people collect things. Show the children several collections and talk about other items that people might collect.



Introduction

Show the cover of the book to the students. Ask them what they think the children in this book collect? Ask them if they know anyone who collects tops? What can you do with these toys? What does the title make you think the book might include?

Discussion - Book Talk

Right there questions:

What are the names of the different kinds of tops you can collect?
Name some things a top can do.
What is the best thing the author says a top can do?
What can the whip top do?

Think and search questions:

What are the two tricks that a yo-yo can do?
How does a tippy top spin?
On page 8, what part of a peg top does the author say helps it spin?
What kind of top turns upside down and turns on its stem?

On your own questions:

What are some other things that spin?
How could the tops be sorted?
Would you like to have a top for a present? Why or why not?
Would you classify a Beyblade as a top? Why or why not?
Do you think tops were given to children for presents a hundred years ago?
Can you think of any way that a top could be useful?
Can you think of other words to use to describe a top's movement? Why do you think this book was called *The Wonderful World of Tops*?

Creative Response – Independent Practice

Art

Students can make their own top using a short pencil and a heavy piece of bristol board. Cut a circle out of the bristol board and punch a hole in the middle. Decorate the circle with colorful markers. Insert the pencil through the hole so that the pencil fits tightly. Put the pencil point on the floor and spin. Teach students to use the second hand of a watch or a clock to time how long their top spins.

Think about Verbs

Talk about words (verbs) that describe an action. Have students spin the tops they made in the previous activity and make a list of verbs that describe the action of the tops.

An Experiment

Provide a time when students can try spinning their tops on different surfaces, i.e., cement, ice, gravel, sand, floors, carpet. What happens on each surface? Which surface is the best? Why? Students can work in partners and make a chart to record their findings.

Research

Students can use the websites below to read about tops, record and share their information with a partner.

Writing Workshop

Pass out the reproducible master. Ask students to write about something they collect or would like to collect. They can include why they like these items, when they started collecting, how many they have in their collection and how their collection could be organized. They can also include other interesting facts. They can illustrate and share the report with classmates.

Collection Displays

Students can bring their own personal collections to school and set up displays. Each student should stand with his or her collection and be prepared to answer questions. Other classes can come in and ask the owners questions about their collections. Students can practice their answers with a partner in advance.

Read Aloud and Poetry Connections

Tops: Building and Experimenting With Spinning Toys - Boston Children's Museum Activity Book by Bernie Zubrowski and Roy Doty, William Morrow, 1989.

You Can Yo-Yo by Bruce Weber, Scholastic, 1998.

Related websites

<http://pbskids.org/zoom/sci/tops.html>

<http://www.byron.com/topbook/history.html>

<http://www.marshmallowpeeps.org/tops/>

Learning about Language – Focused Teaching

High Frequency Words - long

Interest Words - stem, collection, whip, tippy, magnetops

Word Families and Letter Clusters - *ing* words

Structural Features of Words - Verbs: collect, spin, push, pull, sing, fly, swing

Text Features - Root words and endings: collect, collects, collecting, collection: spin, spins, spinning

Reproducible Master - The Wonderful World of Tops

Write about a collection you have or would like to have.

I collect _____

because _____

_____.

The best thing in my collection is _____

_____.

Here is a picture of my collection.