

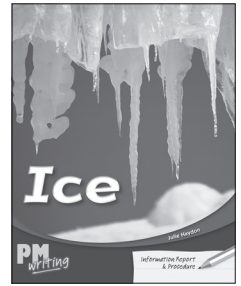
Ice

PM Levels 16/17

Orange

Text Type Information Report/Procedure

Running Words 206



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also be familiar with the concept that ice is frozen water.

Orientation to the Text

- Ice is a fascinating substance that occurs both naturally and as a result of human activity. This book features an information text describing the physical appearance and characteristics of ice, as well as a procedure that outlines an experiment with melting ice.

Building the Balanced Reader

Vocabulary

Key vocabulary

freeze, frozen, ice, melts, water

Content Words

cold, Conclusion, Experimenting, floats, lakes, Observation, Rivers, stopwatch, warm

Decoding

- Guide students to identify the base word of longer words, such as *Experimenting* and *Observation*, to help them decode and understand the words.
- Look at the word *water* on page 2 together. Discuss what sound the 'a' makes. Ask, *What other letter combinations make this sound?*

Fluency and Phrasing

- Record students reading the text. Listen back to the recording and discuss what they did well and how they could make it sound better. Then re-record the same passage and listen for improvements.

Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Invite students to share what they already know about ice and record their thinking on a piece of chart paper.
- Look at page 1 together. Explain that the book contains two text types about the topic of ice, and ask students what they might expect to find in each text.
- Read pages 2–3. Ask, *What is the author doing on these pages? What do we call this part of an information report?*

- Instruct students to read to page 7. Ask, *How does the author describe ice? How is this the same as or different from your experience with ice?*
- Continue to page 9. Read the summary statement together. Discuss what this is and its role in an information report.
- Read page 10. Ask students to describe in their own words what a goal is and what materials are in a procedure. Invite students to predict what the experiment will be.
- Continue to page 13. Ask, *How do you know how long it took for the ice to melt?* Discuss the importance of looking at every element on the page.
- Read page 16 together. Instruct students to describe the experiment in their own words. Ask, *Do you agree with the results of the experiment?*
- Return to the list of things that students knew about ice before reading and discuss what information was confirmed by their reading of the text and what new information they learned.

Comprehension

- What happens when ice warms up? (*Literal*)
- What time of year do you think water in lakes or rivers is most likely to freeze? Why? (*Inferential*)
- Do you agree that ice is amazing? Use information from the text to support your answer. (*Inferential/Evaluative*)

Follow-up Activities

- Together, list all the descriptive words from the text, such as *thick, cold* and *hard*. Invite students to add any additional words that they would use to describe ice, based on their own experiences with it. Encourage them to use all their senses and to think about what ice reminds them of.
- Re-read the summary statement of the information report on page 9. Instruct students to work with a partner to write an alternate summary statement that connects with the text. Students can draw on the descriptive words from the previous activity to help them.
- Conduct another experiment with ice with students. For example, you could sprinkle salt on a large block of ice and add food colouring as it starts to melt, and invite students to observe the results. Follow the structure of the procedure in the book to write your own procedure experiment together and add in students' observations and conclusions.

Learning Intentions

- We are learning to identify the features of information reports.
- We are learning to identify the features of procedures.

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Success Criteria

- I can identify the main topic and the characteristics of the subject in an information report.
- I can find and describe the goal, materials, steps, observation and conclusion in a procedure.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up