

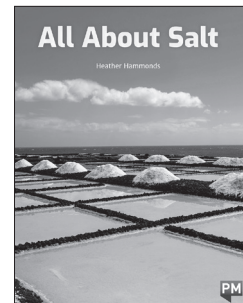
All About Salt

PM Level 22

Gold

Text Type Information Report

Running Words 718



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with salt in their everyday lives. Discuss where they have seen salt used and what they already know about it.
- Students should understand how to use and interpret the main features of an information report, such as the contents, index and diagrams.

Orientation to the Text

- Salt is used by people all around the world. It is mined from both water and land. While it is a regular ingredient in many dishes we eat, salt is also an excellent preservative and can help to keep roads safe.

Building the Balanced Reader

Vocabulary

Key Vocabulary

also, blast, choose, dangerous, different, easily, less, mines, miners, mining

Content Words

amount, camels, collected, collecting, crystals, factory, forming, ingredients, labels, mineral, muscles, preserve, refrigerators, seashore, solar, solution, sprinkled, swapped, transport, transporting, valuable

Decoding

- Break down compound words, such as *seashore* and *Sometimes*, into the two smaller words. Discuss how these relate to the meaning.
- Encourage students to re-read the whole phrase or sentence when they misread a word, to check that what they read makes sense.
- Look at the word *refrigerators* on page 18 with students. Ask, *Where could you break down this word to make it easier to read? What word is short for refrigerator?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What can you see on the front cover? What do you already know about salt? What questions do you think the book will answer?*
- Review the table of contents and read pages 2–3 together. Explain to students that asking questions as they read will help them to think about and understand the text.

Ask, *What questions do you have about salt after reading the first few pages of the book? Have any of your questions been answered so far?*

- Continue to page 5. Ask, *What have you learned about how salt can be used? What are you still wondering?*
- Read pages 8–9 with students. Ask, *What is the base of the word mines? What other words can you find on these pages that have the same base?*
- Point out the word *bodies* on page 12. Ask, *What is the base of this word? How has the base been changed to make bodies?*
- Finish reading the chapter *Salt and Our Health* with students. Ask, *What has reading this information made you think about? What questions do you have about it?*
- Find the past-tense verbs on page 17 together. For each, ask, *What is the base of this word? How have the changes to the base changed the meaning?*
- Read the chapter title *Salt and Animals* on page 20 and ask, *What questions do you think this chapter will answer? Read to page 21 and check which of the students' questions were answered.*

Comprehension

- What made salt valuable a long time ago? (*Literal*)
- Why do you think it is necessary to wash the salt after it has been collected from the sea? (*Inferential*)
- What foods that you know have a lot of salt in them or on them? (*Applied Knowledge*)

Follow-up Activities

- Construct a word family chart for the word *mine* with students. Begin with the words from the text that use *mine* as a base, such as *miners* and *mining*. Encourage students to think of other words they know to add to the chart, like 'goldmine' or 'minesweeper'. Present the word *mineral* and ask if students think it belongs in the same word family and why. You may also like to look up the origins of the words in an online dictionary, such as etymonline.com.
- Invite students to bring in food packages and have a look at the sodium content with them, reminding students that 'sodium' is another word for salt. Ask students to suggest what level of sodium content could be considered high. Talk about which of the foods might be healthier for people to eat and why.

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Learning Intentions

- We are learning to think as we read.
- We are learning to use our knowledge of words to help us read.

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Success Criteria

- I can ask and answer questions about the book during and after reading.
- I can identify the base of nouns and verbs, such as *bodies* and *mines*.
- I can identify words in the text with a common base, such as *mining* and *miners*.

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Guided Reading Notes

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