

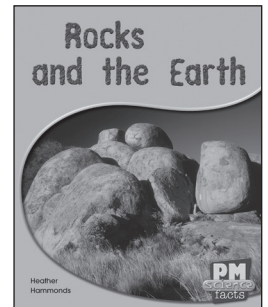
Rocks and the Earth

PM Level 14/15

Green

Text Type Report/Procedure

Running Words 198



Preparing for Guided Reading

Prior Knowledge

- Discuss the fact that most of the Earth is made of rock, and that rocks can be seen on land and under the sea.
- Talk about lava, the hot rock that erupts from an active volcano.

Orientation to the Text

- In this book, the reader learns about the hobby of rock collecting, and the different types of rocks that can be seen in different environments.

Key Language Structures

- First person, present-tense language that provides a personal tone.
- Procedural language, e.g. *Ask Mum or Dad to help you find some rocks.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ask, everyone, huge, keep, people, sometimes, these, turn, under, when

Content Words

rock, collection, garden, river, mountains, boulders, wave, Earth, museum

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Talk about the different kinds of rocks in the boy's collection. Ask students to describe some of the colours, sizes and textures of the rocks they see in the photos.
- Discuss the difference between boulders and the other shapes of rock seen on pp. 4–7.
- Discuss the fact that the surface of the Earth is made of rock, and that there is rock deep beneath the Earth's surface too.
- Talk with students about lava, and how it is a type of liquid rock. Discuss how it flows when it is hot, and hardens when it cools down.
- Direct students to look closely at the rocks in the cabinet on p. 12. Ask them to describe the colours and textures of the rocks.
- Talk about the items the boy uses to make his rock collection. Ask, *Why do you think the children use a magnifying glass to look at the rocks?*
- Have students expand these compound words: *sometimes, everyone, everywhere.*

Comprehension

- Why do you think some rocks are strange shapes? (*Inferential*)
- Why do you think some museums keep rock collections? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing correct phrases to complete sentences from the book; choosing initial words to complete sentences from the book, then ordering the sentences numerically; rewriting compound words, then choosing correct compound words to complete sentences from the book and illustrating; drawing items from the book.
- Have students use the procedure in the book as a model to make their own rock collections, using rocks and stones they have found in the local area.
- Ask students to imagine that they can use the big rocks in the book to make a rock collection. Have them draw their favourite big rocks in a box like the one the boy uses in the book.

Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

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