

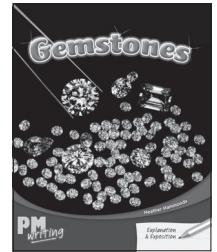
Gemstones

PM Levels 22/23

Gold

Text Type Explanation/Exposition

Running Words 404



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also have a basic understanding of what mining is and the various kinds of mines.

Orientation to the Text

- It is hard to believe how many gemstones lay hidden under the ground and how ordinary they look before they are cut and polished. This book features an explanation of different ways that gemstones are mined, together with an exposition outlining why working at a diamond mine is an exciting job.

Building the Balanced Reader

Vocabulary

Key vocabulary

diamonds, emeralds, gemstones, miners, polished, quartz, rubies

Content Words

aeroplanes, beautiful, gigantic, minerals, safety, surface, tunnels

Decoding

- Ask students to use their fingers to count out the phonemes in more difficult words, such as *diamonds*, and compare this with the number of letters in the word.
- Look at the word *polished* on page 3. Identify the base word. Ask, *How else can you say this word? What is the meaning of the alternate pronunciation?*

Fluency and Phrasing

- Encourage students to re-read when they misread a word or phrase, to build fluency and accuracy.

Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Invite students to describe what they see in the picture and discuss other gemstones they have heard of. Ask, *What do we use gemstones for?*
- Look at page 1 together. Ask, *What information does this page provide? How might you use it?*
- Read to page 3 together. Ask, *What are these pages telling us about gemstones? What questions do you have that you think might be answered in the text?*

- Continue to page 5. Explain what a topic sentence is. Ask, *Which of the two sentences on this page is a topic sentence? How do you know?*
- Read to page 9. Ask, *Is there anything in this text that you don't understand? What questions do you have?*
- Look at page 10 together. Ask students to identify the most important information on the page and use the text to support their opinions.
- Continue to page 13. Review the table together. Ask, *What questions do you have about this information? How does it relate to the text on the page?*
- Read page 14. Ask, *What is the topic sentence on this page? What other details have been included?*
- Continue to page 16. Read the concluding statement together. Then, guide students to find the supporting arguments in the text.
- Re-read the text together. Ask, *What parts of the text interested you the most? Why?*

Comprehension

- Why are gemstones, such as diamonds, so expensive? (*Literal*)
- What safety rules might miners have to follow at a diamond mine? (*Inferential*)
- Would you like to work in a diamond mine? Why or why not? (*Inferential/Evaluative*)

Follow-up Activities

- Discuss the potential environmental impacts of mining and the way some companies work to look after the environment. Together, make a list of the arguments for and against mining, allowing students to discuss the pros and cons. Label one side of the room as 'Totally agree' and the other side as 'Totally disagree', and ask students to arrange themselves on a continuum to show whether they think mining is a good thing. Invite them to justify where they have placed themselves.
- Conduct some simple research into the different types of gemstones with students. Investigate the different colours of each gemstone and use an online etymological dictionary to look at how the history of words for gemstones, such as *rubies*, relates to the colour.
- Model writing an exposition about a job that might be exciting or interesting, using the text as a template. List keywords that are used to persuade readers, such as 'essential' and 'definitely', and discuss how the text is structured. Ask students to write and share their own expositions using the same format.

Learning Intentions

- We are learning to ask questions as we read.
- We are learning to determine what is important in a text.

Success Criteria

- I can stop as I read to ask questions to clarify the meaning.
- I can ask questions about what else I want to know about the subject of the text as I read.
- I can find the topic sentence on a page.

Guided Reading Notes

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