**Rocks**

|  |  |
| --- | --- |
| Fluency, Language, and Text Features | Punctuation, Diagrams, Adjectives, Glossary |
| Level | **J** (Fountas & Pinnell) or equivalent |
| Subject Area | Science |
| Text Type | Informational |

|  |  |
| --- | --- |
| **Teaching points** | **Notes** |
| **Punctuation**Remind students to notice punctuation as they read. Model how to make a longer pause (periods) or a shorter pause (commas, dashes, semi-colons, colons, and ellipses) to read aloud well. |  |
| **Diagrams**Practise “reading” diagrams like text throughout the book. Talk through the diagrams so that students figure out what the diagram is showing. Point out how much information is communicated visually and how it relates to the text. |  |
| **Adjectives**Words that describe the colour, shape, size, hardness, and type of rocks and describe other things are called Adjectives (describing words). Practise identifying adjectives that describe rocks in the text, e.g. extrusive, igneous, small, round, etc. |  |
| **Glossary**Words are bolded throughout the book so you know that you can check the glossary for their meaning. Model how to flip to the back of the book to look up the words alphabetically. |  |