**Rocks**

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| Level | **J** (Fountas & Pinnell) or equivalent |
| Subject Area | Science |
| Concepts | Form, Causation, Change |
| Reading Focus | Students will learn to use the strategies of Making Connections and Visualizing to Monitor Comprehension and Repair Understanding as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | differences, heat, lake, liquid, ocean, plant, river, rock, science, shape, water, wind |

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| **Topic Talk** | * This book explores the concept rock formation and change. * Ask: “Where do you think rocks come from? And where can we find them?” * Read the title and the back-cover blurb aloud and look closely at the cover images. * Have students predict what type of information might be in the book. * Discuss that this book is on a science topic, and science texts can mean reading difficult words and concepts, diagrams, and lots of new information. * Ask: “In a science book about rocks, what reading challenges might there be?” * Discuss students’ ideas, and brainstorm together which reading strategies might help with the reading challenges. |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Discuss that Contents page can help to see what the book will be about. Have students make predictions about what each chapter might be about. Use the Visible Thinking routine “What makes you say that?” to justify their predictions. * Have students think, pair, share what new information they have learned about the book from the Contents page. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title aloud. * Before reading the text, point out the name “Nabukelevu.” Model how to sound out this name by breaking it into smaller parts: “Na-bu-ke-le-vu.” Repeat the word slowly until everyone can say it smoothly. * Read pages 2 and 3 together. * Model how to monitor your comprehension by Visualizing: “I’m a bit unsure about what happens in this story, so I’m going to re-read the story and try Visualizing it in my head and create a mental picture to understand what happens more clearly.” * Ask: “When you read something and don’t quite understand it – what does it feel like?” * Discuss that it is good to notice when you don’t understand something, and to pause and try to “fix up” understanding. * As a group, brainstorm ways to “fix-up” understanding. (For example, comprehension strategies, re-reading, etc.) * Read page 4 together. * Have students look back at the legend together and match up parts of the story to parts of a volcanic eruption. * Have students think, pair, share about the reasons people tell stories, such as this legend, to explain how the world is. Ask them to share any legends they have heard that describe the way the world is. * Point out that by making connections to other legends, it makes it easier to understand this legend and how * Read aloud the chapter 2 title. Before reading page 5, have students think, pair, share what their definition of a rock would be. * Now read page 5 together. * Ask students to think, pair, share about the different types of rocks they have seen before. Ask: “Were there grains you could see? What different colours of rock are there?” * Ask students to look at the picture and make a connection to something they have seen before. Ask: “What does it remind you of?” * Discuss that making connections between the book and things you know can help to understand confusing parts because it connects what you are reading to something you can remember. * Set a purpose for reading from chapter 3 to the end of the book:   + Try to notice when you are having trouble understanding what you are reading.   + If you don’t understand, try to practice using a comprehension strategy to help “fix-up” your understanding – maybe Making Connections, or Visualizing.   + Pause at the ant questions to answer them and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Have students retell the rock cycle with a partner using “first,” “next,” and “finally.” 2. Ask students to share if there were any parts of the book that they found confusing or tricky to understand. (Choose a section, if needed). 3. Look more closely at the tricky parts, and brainstorm how Making Connections or Visualizing could help to understand it better. 4. Discuss how noticing when you are confused helps to know when to try using comprehension strategies to fix-up your understanding. | |
| **Writing Prompts** | *Fiction* | Write a story about what happens when a rock from space lands near your town. What colour is it? How does it feel? What could you make with it? |
| *Informational* | Using the information in the diagram on pages 14 and 15, write an explanation of the rock cycle without using any pictures to help. |
| *Letter writing* | Imagine you live near a volcano. Write a letter to a friend, describing an eruption – what does is look, smell, and sound like? |
| *Opinion* | What kind of rock do you think is most useful? Write an article describing this rock, what it’s used for, and why you think it is important. |
| *Research* | Slate rock was used in olden days for students to learn. Research how students used it to learn – what other rock did they write with? What else was slate used for? How is slate used today? |