**Shape of the Land**

|  |  |
| --- | --- |
| Fluency, Language, and Text Features | Homographs, Compound Words, Pacing, Glossary |
| Level | **J** (Fountas & Pinnell) or equivalent |
| Subject Area | Science |
| Text Type | Informational |

|  |  |
| --- | --- |
| **Teaching points** | **Notes** |
| **Homographs**Explain that homographs are words that are spelled the same, but have a different meaning. Point out a few of the homographs in the book (e.g. plates, crust, wind), and how context helps to understand which meaning the author is using. |  |
| **Compound Words**Discuss compound words, and how their meaning is often a combination of the two words that are joined together (e.g. landforms, underground, inside, Pangea, landslide, earthquake). |  |
| **Pacing**Explain that reading as fast as possible isn’t always best and that reading too slowly can also make it hard to follow a sentence. Model reading a sentence very quickly and slowly. Discuss what a good reading speed is, why it’s good, and how reading at a constant speed helps to understand the text better. |  |
| **Glossary**Words are bolded throughout the book so students know they can check the glossary for their meaning. Model how to flip to the back of the book to look up the words alphabetically. |  |