**Going, Going, Gone**

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| Fluency, Language, and Text Features | Adverbs, Sequences and Procedures, Emphasis, Glossary |
| Level | K (Fountas & Pinnell) or equivalent |
| Subject Area | Science |
| Text Type | Informational |

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| **Teaching points** | **Notes** |
| **Adverbs**  Adverbs tell us *how* something happens. Adverbs describe verbs. Help students to identify adverbs (e.g. usually, quickly, suddenly, slowly), and which verb they are describing. |  |
| **Sequences and Procedures**  The instructions on page 8 tell you how to do something. The list of materials say what you will need – they are similar to an ingredients list. The numbers show what order to do things in. Instructions don’t always have numbers, but sometimes use words like “next”, “then”, and “finally” to give you the right order. |  |
| **Emphasis**  Emphasis is making certain words stand out to give extra meaning. Choose a sentence, and model for students how to emphasize different words to change the meaning each time. |  |
| **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. |  |