



Teacher Edition

AlphaWorld

Using Rocks

Written by Hannah Reed

First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2937 8
Pack ISBN 0 7253 2319 1
(6 Student Books +
1 Teacher Edition)

1 2 3 4 5 6 7 8 9
03 04 05



How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

With the children, go for a walk around the school to look for things that are made from rock.

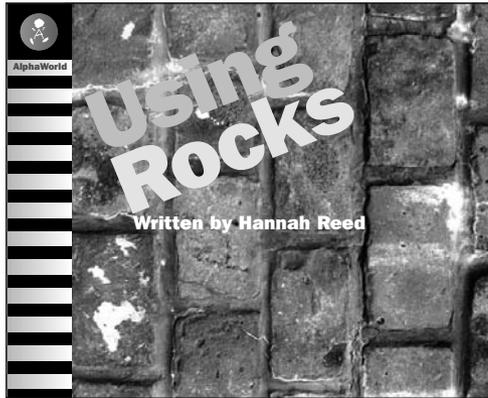
Ask: *What things did you see that are made from rock?*

Make a list. Add anything else that the children know of that is made from rock.

Introducing the book

Show the children a range of rock samples.

What are these rocks like? Can they be broken easily? What can rock be used for?

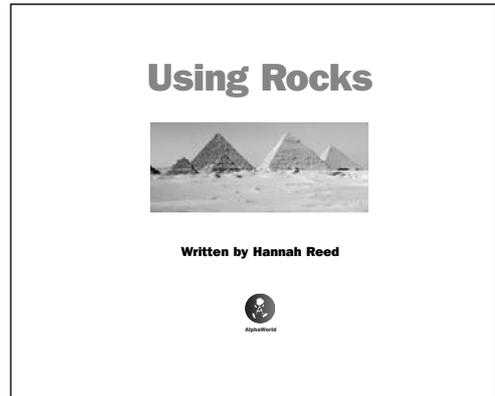


Front cover

*What is this wall made from?
Where would the rocks have come from?*
Read the title together.

Background information

Rocks were used in the construction of many buildings in the past. This was because they were hard and strong and could be cut into different shapes and sizes. They were also hardwearing and readily available. Modern buildings are not often made of rock.



Title page

This is the title page.
Read the title page with the children.

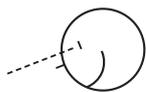
These are rocks.



Talkthrough

*These are rocks. Where are they? What are they like?
The book tells us that rocks are found everywhere.*

Rocks are found everywhere.



Observe and support

Does the child understand the literal meaning of the text?
Where do we find rocks? What part of the page tells us that?

Using Rocks

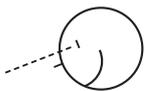
This is a path.
It is made from rocks.



Talkthrough

*These pages show us two paths.
They are both made from rocks.*

This path is made
from rocks too.



Observe and support

Does the child use the first letter of a word to predict or confirm what the word is?

Have the child read the sentence up to the point of difficulty.

What could you try there? Does it look right?

Would you expect 'path' to start with 'p'?

Using Rocks

This is a wall.
It is made from rocks.



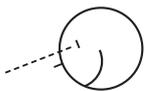
Talkthrough

Now we see two walls.

Point to the wall on page 6.

What is this wall made from? What do you think the writing will say? What will the next page say? What is that wall made from?

This wall is made
from rocks too.



Observe and support

Does the child search the pictures to confirm or support their reading?

I noticed you looked at the picture after you read the word 'wall'. What did you check? Were you right?

Using Rocks

This is a bridge.

It is made from rocks.



Talkthrough

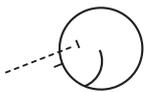
Here are two bridges. What are they made from?

Can you find the word 'bridge' on the page?

What did you expect to see at the start of 'bridge'?

Were you right?

This bridge is made
from rocks too.



Observe and support

Does the child read the text in a phrased manner?
Provide the child with a small card to cover the
sentences. Have the child uncover and read several words
at a time.

Can you read them altogether?

Using Rocks

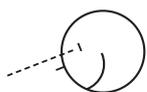
These things are made
from rocks too.



Talkthrough

Can you find things on this page that are made from rock?

What are they called? Did any of the things surprise you?



Observe and support

Can the child infer meaning from the text?

Point to the diamond.

Is this a rock? How do you know?

What is this rock used for?



Talkthrough

This is an index. Indexes help us to find things in factual texts without having to read the whole book. This index has pictures and words.

Show the children how to look up 'wall' using the index.

Index

	bridge 8, 9
	path 4, 5
	wall 6, 7
	

12



Comprehension check

What things are made from rocks?

Why were the things in the book made from rocks?

What things wouldn't you make from rocks? Why?

Responding to text



Using a digital camera take pictures of objects around the school that are made from rock, or use pictures from magazines. Using these pictures children can make their own books about using rocks. Encourage them to use the sentence form from the book.



Ask the students what makes this book a factual text. Discuss the responses. Draw attention to the index. *What words does it have?* Discuss the purpose of an index, how the words are ordered and how to use the index. Give students practice at using the index. *What other features do we find in a factual text?*



Children could use magnetic letters to build words and record them on lists with the rime 'ock' – block, dock, mock.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- use an index?
- gain literal and inferred meaning from the text?

- use the first letter/s of a word to support or confirm their problem-solving strategies?
- identify features of a factual text?

Using Rocks

Topic: Things and places

Curriculum link: Technology – materials, systems

Text type: Report

Reading level: 4

Word count: 62

High-frequency words: these, are, this, is, a, from, too, it

Vocabulary: rocks, path, wall, bridge

Possible literacy focus

What information is contained in the words?

What information is in the pictures?

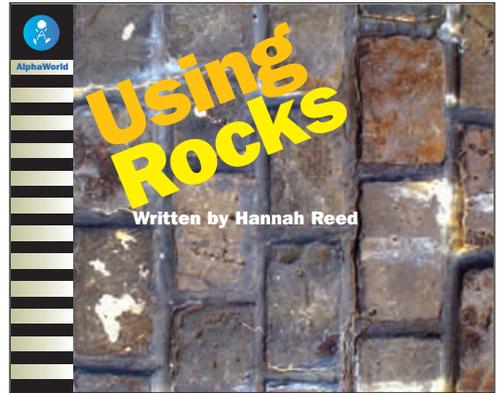
Using an index.

Reading factual texts.

Using initial letters and letter clusters to predict words.

Summary

This book looks at where rocks come from and how rocks are used in different structures – paths, walls, bridges and old buildings.



AlphaWorld



ISBN 0-7253-2937-8



9 780725 329372