

# Rock Climbing

Written by Emma Rossi

Photographed by Michael Curtain



alphakids



HORWITZ GARDNER  
LIMITED  
168c High Street  
Egham, Surrey  
TW20 9HP  
United Kingdom

Published edition  
© Eleanor Curtin  
Publishing 2004  
Text © Nicole di Marco  
Photographs  
© Eleanor Curtin  
Publishing

First published 2004

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 Curtin Publishing  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3279 4

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

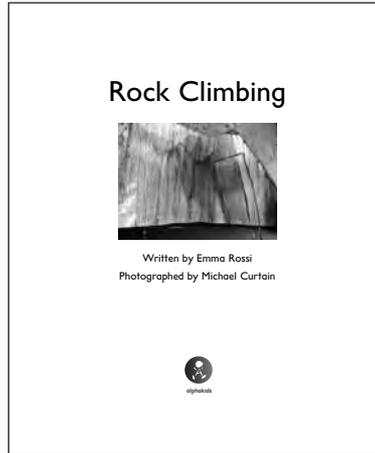
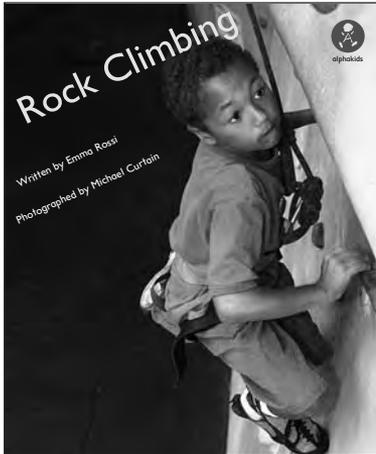
- Technical language is used: rock faces, cliffs, ropes, harness, climbing shoes, karabiner, clip, pulley, belayer, pouch
- A labelled photograph showing climbing equipment is used

## Vocabulary

belayer, competitions, crevices, harness, instructor, karabiner, pouch, pulley, ropes

## Setting the context

*Have you ever tried to climb up rocks? What was it like? How did you do it? Have you ever seen people climbing up cliffs? How do they do it? What equipment do they use?*



## Front cover and title page

*What is the boy doing? What does the front cover illustration tell you about this book?*

Point out the names of the author and the photographer.

*What sort of book will this be? Why do you think so?*

● **Predict**

*Why do you think the boy wants to be a rock climber?*

*What is a rock climbing centre?*

*What would you expect to see at a rock climbing centre?*

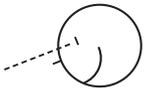
● **Read** to the end of page 5.

● **Reflect**

*Why does the boy want to be a rock climber?*

*Did the photographs on pages 4 and 5 match the description of a rock climbing centre given in the story?*

*Have you ever been to a rock climbing centre? What was it like?*



**Observe and support**

Does the child use contextual information to discover the meaning of new vocabulary?

*What is a crevice? How did you work that out?*



I want to be a rock climber.

I want to climb up steep rock faces  
and tall cliffs.

I want to climb into rock crevices  
and hang off mountains.

That's what I want to do.

2



3



4

I went to a rock climbing centre to learn how to  
be a rock climber.

The rock climbing centre has tall walls that are  
covered in rocks of different colours.

There are even rocks on the ceiling.

Long ropes hang from the tops of the walls.



5

## **Predict**

*What does the labelled photograph on page 7 tell us?*

*Why would the author include it?*

*Point out the caption on page 8.*

*This is called a caption. What does it tell us?*

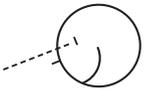
## **Read** to the end of page 8.

## **Reflect**

*What special climbing gear did the boy need?*

*What is a karabiner and what is its special job?*

*Was the labelled photograph useful? Why?*



## **Observe and support**

Ask one child to read aloud to you while the others are reading silently. Does the child attend to line breaks to support expressive reading?

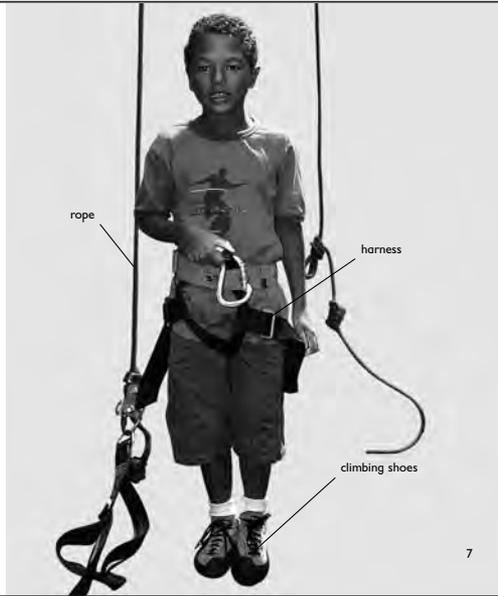
*Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause before each break when reading aloud.*

Before I started climbing, I had to put on climbing gear.

The instructor gave me a harness and climbing shoes to wear.



6



7

The instructor attached the rope on the wall to my harness with a special clip. The clip is called a karabiner. It locks so that the rope can't slip out.

The rope is attached to the top of the wall with a pulley.

The rope helps you to climb and keeps you safe.

A karabiner



8

9

## **Predict**

*What do you think the boy's big sister is doing? Without reading the text, how do you think you could find out? (Caption and photographs.)*

*What do you think is the purpose of the different coloured rocks on the climbing wall?*

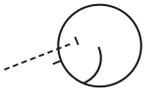
 **Read** to the end of page 12.

## **Reflect**

*What is a belayer?*

*How did the boy climb the wall?*

*Why do rock climbers always work in pairs?*



## **Observe and support**

Is the child able to point out different text features on the page?

Example: *Where is the caption? How did you know that it was a caption? Why would an author use captions?*

Climbers always work in pairs.

One end of the rope is attached to the climber and the other end is held by someone who stays on the ground. If the climber slips off the rocks, the person on the ground pulls down on the rope to stop the climber from falling.

My big sister held the rope for me.

The person who holds the rope is called the belayer.



10



11

As I climbed I used my hands and feet to grip the rocks.

I could only use the red rocks to grip and pull myself up because the red rocks were for beginners.

Because it was an easy climb there were lots of red rocks and they were close to each other.



12



13

## **Predict**

Look at the photographs on pages 14 to 17.

*What do you think is in the pouch? Why would climbers need it?*

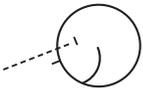
*Why might the boy be climbing up the green rocks this time?*

## **Read** to the end of page 16.

## **Reflect**

*Is the boy becoming a better climber? What part of the story tells you this?*

*Why did he use the powder?*



## **Observe and support**

Can the child use their knowledge of letter/sound relationships to support their reading?

*What letter does that word start with? What sound might it make? Can you think of a word that starts with that sound that would fit there?*

Because rock climbing is very hard work, my hands got hot and sweaty. On my harness there was a pouch with powder in it. I put the powder on my hands to stop them from slipping.



Then the instructor said that I was ready to do a harder climb.

This time I tried to climb a wall with green rocks. They weren't as big as the red rocks and there weren't as many.

I only got half way up the wall the first time.

It took me a few tries to get to the top, but it was great once I got there.

It was much harder than my first climb.



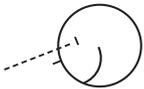
● **Predict**

*Why might the boy enter into rock climbing competitions?  
What do you think he might want to do in the future?*

● **Read** to the end of page 20.

● **Reflect**

*How does the narrator feel about rock climbing?  
Do you think it would be easy to do? Why?  
Can you think of another title for this book?*



**Observe and support**

Does the child integrate a range of cues when reading?

Point to a word the child has read correctly.

Ask: *Does that make sense? How do you know?*

*Does it look right?*

Now I can do much harder climbs and sometimes I go in rock climbing competitions at the centre.

Last week I went in a competition. I didn't win, but I finished the hardest climb I have ever done.

I was really excited.



18



19

Soon I'll be ready to climb outside.

In a few years' time, this could be me.



20

## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*Where is the boy learning to be a rock climber?*

*What equipment does he use?*

*Why does he carry special powder when he is climbing?*

*Why can rock climbing be dangerous?*

*What safety precautions do rock climbers take?*

### Being a code breaker

Children may like to explore the following language features:

- the blend 'cl': climb, cliff, clip, close
- the sound /m/: climb, mountains, myself, them, many, much

### Being a text user

*What did you learn from reading this book?*

*Who do you think might like to read this book?*

### Being a text critic

*Can all children learn to rock climb?*

*Would you be interested in learning to rock climb? Would you be allowed to learn?*

## Responding to text



Children could work in cooperative groups to write instructions for learning how to rock climb. Groups could then compare their instructions with the book to check that details are correct.



Children could draw illustrations showing the equipment needed for rock climbing. They could attach labels to explain each piece of equipment.



Children could list a range of words beginning with the blend 'cl'. These could be displayed as rocks on a rock climbing wall.

## Writing links

### Shared writing

Have the children search through the book to find the technical words specific to rock climbing. Write them on a list. Discuss the meaning of each word. Model writing one of the words in a sentence to explain its meaning.

*Does this sentence tell other people what this word means?*

*Could it be written in a better way?*

Children could then work with a partner to write a sentence using one of the words on the list.

### Independent writing

Children could write about their own hobbies. They could explain how they acquired the skills they need and what equipment they use.

## Possible assessment focus

---

Can the child:

- use contextual information to identify climbing equipment such as a karabiner or a harness?
- explain how and why captions are read within the text?



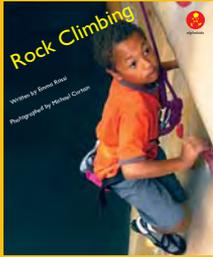
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Hobbies

**Curriculum link:** Health, Physical Education

**Text type:** Recount

**Reading level:** 21

**Word count:** 435

**Vocabulary:** belayer, competitions, crevices, harness, instructor, karabiner, pouch, pulley, ropes

### Possible literacy focus

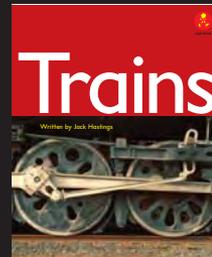
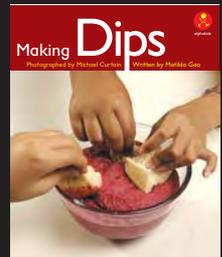
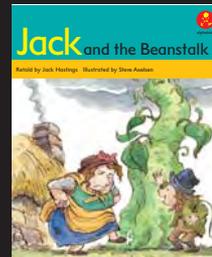
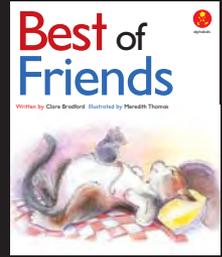
Using context to understand technical language.

Using text devices such as captions to develop vocabulary.

### Summary

This book is a recount about a boy who learns how to rock climb.

Other books at this level



ISBN 0-7253-3279-4



9 780725 332792



alphakids