



# EARTH MATERIALS

PreK

# LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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# UNIT VOCABULARY

## Describe

To tell about using words or drawings



## Layer

One thickness over another



## Collect

Bring things together in one place



## Press

To flatten down or smooth



## Vocabulary

Words and their meanings



## Trail

A marked path, especially through the wilderness



## Pebble

A small, rounded stone



## Classify

To group by kind



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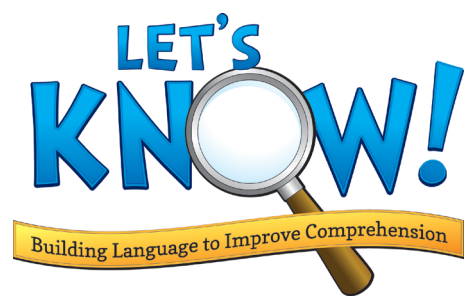
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## Unit Resources

- Background Knowledge
- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP set



# UNIT OVERVIEW

## EARTH MATERIALS

In this unit, children will learn all about rocks, including how they form and how they are classified.

## DESCRIPTION

Students will use describing words to discuss rocks from the texts and as they sort and label rocks during hands-on activities.

## CLOSE PROJECT

You will put on a rock and gem show! Children will show what they've learned by using descriptive dialogue during role play.

## UNIT SCHEDULE

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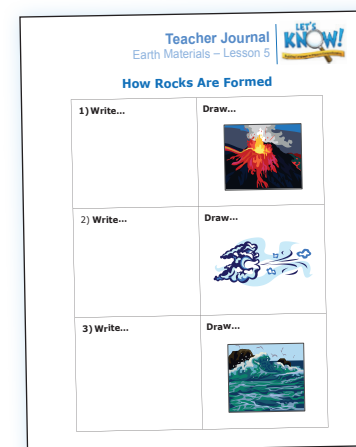
## UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

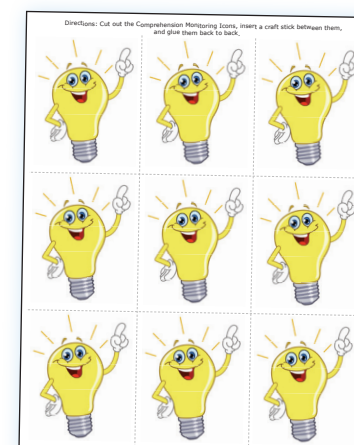
- Using Rocks by Sharon Katz Cooper
- Rocks: Hard, Soft, Smooth, and Rough by Natalie M. Rosinsky
- Rocks! Rocks! Rocks! by Nancy Elizabeth Wallace

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

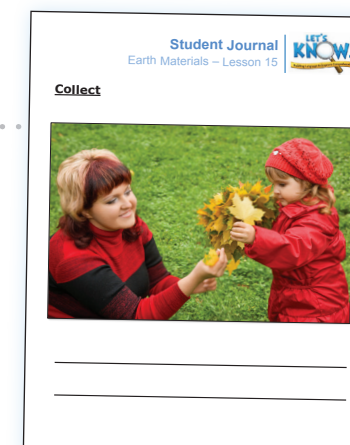
## UNIT MATERIALS



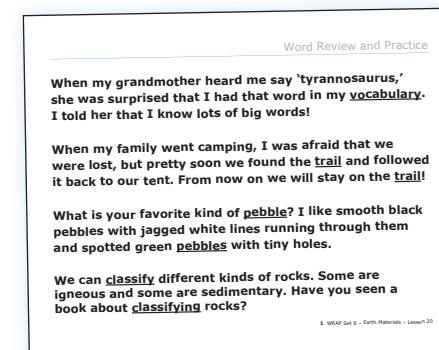
Teacher Journal\*



Comprehension Monitoring Icons



Student Journal



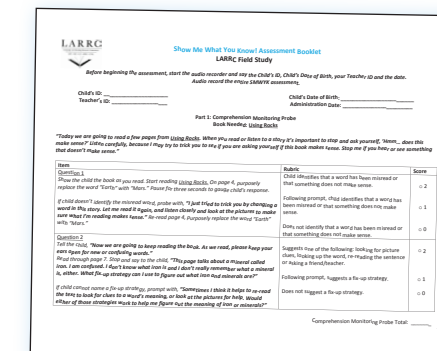
WRAP sets



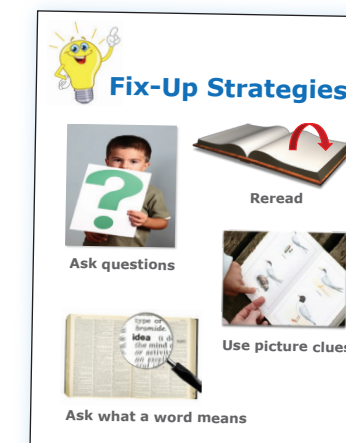
Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

\*Most materials are provided in print and for digital use.



## Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
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- Recasting
- Using Think-Alouds
- Using Navigation Words



# Teaching Techniques

## Read to Me – Rich Discussion

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

### **STEPS TO USING RICH DISCUSSION**

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

**The teacher should pose a question on a higher-level topic, such as the following:**

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

**Guidelines for discussion:**

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



# Teaching Techniques

## Read to Me – Comprehension Monitoring

### **TEACHING TECHNIQUE INTRODUCTION**

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

### **OUTLINE OF TEACHING SEQUENCE**

#### **I Do:**

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
  - Using pictures and context clues
  - Asking questions (younger children can ask the teacher)
  - Rereading a sentence that did not make sense
  - Rereading the sentence before and after the sentence that didn't make sense
  - Finding the meaning of a word or studying a word for clues to its meaning
  - Using graphic organizers to organize what *is* known

#### **We Do:**

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

#### **You Do:**

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

#### **Close:**

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.





# Teaching Techniques

## Read to Me – Predicting

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

### **PREDICTING INVOLVES...**

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

### **HELPING STUDENTS TO PREDICT...**

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
  - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
  - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
  - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

## **FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES**

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

### *1. An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

### *2. Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

### *3. Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

### *4. Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

### *5. Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

**References**

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



# Teaching Techniques

## Words to Know – Rich Vocabulary Instruction

### TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

### OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
  - Pre-K and K students say the word.
  - Grade 1–2 students spell the word orally.
  - Grade 3 students write the word.
  
- 2) **Provide a child-friendly definition and use the word in a sentence.**
  - Pre-K–3 students discuss why/how the picture represents the word.
  - Pre-K–3 students provide the definition in their own words.
  - Grade 1–2 students provide example sentences for the word orally.
  - Grade 3 students write an example sentence using the word.
  
- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
  - Pre-K and K students focus on other words they think about and explain why.
  - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.
  
- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
  - Pre-K–K students discuss the use of the word meanings in other contexts.
  - Grade 1–3 students use the different word meanings in varied sentences.



# Teaching Techniques

## Integration – Inferencing

### TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

### OUTLINE OF TEACHING SEQUENCE

#### **Before the lesson:**

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
  - a. See below for categories and sample questions.
  - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

#### **I Do:**

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

#### **We Do:**

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

#### **You Do:**

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.\*

\*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

**Close:**

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

**CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS**

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
  - Character's feelings
    - *How do you think that made the little dog feel? Why do you think so?*
    - [pointing to an illustration] *How is that man feeling? Why?*
  - Character's motives
    - *Why do think Jack climbed the beanstalk?*
  - Character's thoughts
    - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
  - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
  - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
  - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
  - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
  - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
  - *What do you think will happen next? ...Why do you think so?*

**REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.**



# Teaching Techniques

## Integration – Finding the Main Idea

### **TEACHING TECHNIQUE INTRODUCTION**

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

### **OUTLINE OF TEACHING SEQUENCE**

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

#### **I Do:**

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

#### **We Do:**

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

**You Do:**

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

**Close:**

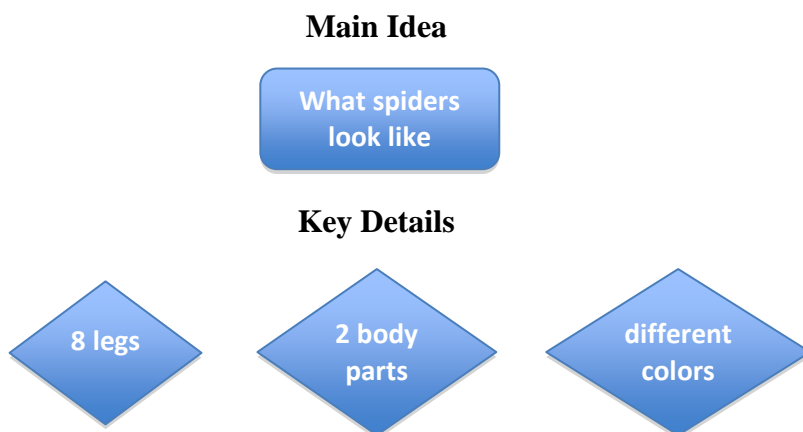
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

**IDENTIFYING SUPPORTING DETAILS**

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

**Note:** Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.







# Teaching Techniques

## Read to Know – Engaging Readers

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

### **OUTLINE OF TEACHING SEQUENCE**

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

### **EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS**

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



# Teaching Techniques

## Text Mapping – Recasting

### **TEACHING TECHNIQUE INTRODUCTION**

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

### **USING RECASTING IN *LET'S KNOW!***

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

### **References**

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



# Teaching Techniques

## Text Mapping – Using Think-Alouds

### **TEACHING TECHNIQUE INTRODUCTION**

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

### **OUTLINE OF TEACHING SEQUENCE**

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

### **USING THINK-ALLOUDS WITH NARRATIVE TEXT**

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

#### **EXAMPLE:**

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

### **USING THINK ALOUDS WITH EXPOSITORY TEXT**

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

**EXAMPLE:**

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

**References**

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



# Teaching Techniques

## Text Mapping – Using Navigation Words

### **TEACHING TECHNIQUE INTRODUCTION**

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

### **OUTLINE OF TEACHING SEQUENCE**

#### **I Do:**

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
  - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
  - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

#### **We Do:**

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

**You Do:**

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

**Close:**

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

**References**

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities*.
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Lesson Type</b>	<b>Hook</b>	<b>Read to Me</b>	<b>Words to Know</b>	<b>SMWYK Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use a variety of different types of words in spoken or dictated texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use prior knowledge and information in the text to make, confirm, and revise predictions.</li> <li>Participate in conversations about topics in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Define target <b>vocabulary</b> words.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly <b>describe</b> the Close project; show an example, if possible. </li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper </li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace </li> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky </li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Bags (1 per student)</li> <li>Variety of rocks  </li> <li>Whiteboard or chart paper</li> <li>Rock display cards: cardstock, cardboard, or shoe box lids (1 per student)  </li> <li>Glue or tacky putty</li> <li>List of descriptive words for rocks  </li> <li>Rock collections and rock identification books (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Water and a rock (optional) </li> <li>A sieve and a dirt clod (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Items to <b>collect</b> </li> <li>Play dough or colored paper</li> <li>Rock collections from Lesson 1 (optional)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #1 </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions </li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2) </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

<b>LET'S KNOW! PREK</b>	<b>EARTH MATERIALS DESCRIPTION</b>	<b>HOOK LESSON 1</b>
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**SHOW ME WHAT YOU KNOW!** We will **describe** rocks for our rock and gem show!

**TEACHING OBJECTIVE:**

- Use a variety of different types of words in spoken or dictated texts.

**TEACHING TECHNIQUES:**

- Selected by teacher

**LESSON TEXT:**

- N/A

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Think-Pair-Share

**LESSON MATERIALS YOU PROVIDE:**

- Bags (1 per student)
- Variety of rocks
- Whiteboard or chart paper
- Rock display cards: cardstock, cardboard, or shoe box lids (1 per student)
- Glue or tacky putty
- List of descriptive words for rocks
- Rock collections and rock identification books (optional)

**UNIT MATERIALS PROVIDED:**

- Teacher Journal Lesson #1

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...**
  - If there are not a variety of rocks for students to find in your outdoor area, you may have to **collect** rocks to 'plant' in the search area. Make sure that you have at least a small variety of rocks to demonstrate with during the I Do routine.
  - Make rock display cards for students to use to **describe** and **classify** the rocks they **collect**. Bring in cardstock, cardboard, or shoe box lids to make the cards. Write descriptive words on the cards to help students categorize their rocks. See the example below or the one depicted on Teacher Journal Lesson #1.
  - You could make the descriptive words list for **describing** rocks (see the I Do segment) before the lesson so students have more time to **collect** rocks. Make the list on a whiteboard or chart paper so students can refer to it throughout the unit.
  - If possible, bring in rock collections and/or rock identification books. Display the rock identification books around to room to provide examples of the wide variations in rocks.
- After the rock **collecting** activity, pass out the rock display cards. Have students attach rocks below the words using glue or tacky putty. Add new descriptive words to students' display cards, as needed.

<u>Rock Descriptions</u>			
<b>Smooth</b> (attach rocks here)	<b>Rough</b>	<b>Speckled</b>	<b>Large</b>
<b>Striped</b> (attach rocks here)	<b>Small</b>	...	...

- *Save the teacher journal for use in Lesson 24. Also save your descriptive words list for use throughout the unit.*
- *Keep students' rock collections or display cards to exhibit in subsequent lessons.*
- *Student will continue to study rocks (and gems) in the subsequent lessons. Save the rocks you collect or bring in for use in later lessons. Add to your class collection throughout the unit so you have a variety of rocks and gems to use for the Close project—a rock and gem show.*

**LESSON ROUTINE**

<b>SET</b>	<b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>
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	<p><b>You could say:</b>  <b>(shake a bag or box of rocks)</b> “Who likes to pick up rocks? It’s fun to pick them up and feel the different weights and textures. They have different colors and patterns, and they come in different shapes and sizes. We are starting a unit today to learn a lot of interesting information about rocks. One of the focuses of our unit is to <b>describe</b> rocks. <b>Describe</b> means ‘to tell about using words or drawings. We are also going to learn that we can <b>classify</b> rocks—<b>classify</b> means ‘to group by kind.’ “When we are done with this unit, when you pick up a rock, you will be able to use words to <b>describe</b> it and <b>classify</b> it. It’s important to use <b>describing</b> words so that people know what you mean when you tell them about something. Learning descriptive words will help you understand books you read that use description.”</p>
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          “We have two parts of our lesson today. Together we’re going to go outside and <b>collect</b> a handful of rocks. You each have a bag to put your rocks in. I’ll give you a few minutes to <b>collect</b> your rocks, and then we’ll bring them back inside to <b>describe</b> and <b>classify</b> them. Let me show you how we’ll do that...</p> <p><b>(show a sample rock display card or the teacher journal)</b> “This is my rock display card. It will help me <b>describe</b> the rocks I find. Remember that I told you that <b>describe</b> means ‘to tell about using words or drawings.’ On my card, I have several words to help us get started in <b>describing</b> and <b>classifying</b> rocks. <b>(read descriptive words on card)</b> You might think of other words that <b>describe</b> your rocks more precisely, and we could add those to our list of descriptive words.</p> <p><b>(hold up a pebble and attach or place it on the display card)</b> “I’m going to put this rock from my collection under the word <i>Small</i>. It’s a tiny <b>pebble</b> I found outside. I could also put this rock under the word <i>Smooth</i>. If I <b>describe</b> my rock as <i>smooth</i> and <i>small</i>, it helps you understand what the rock I’m talking about looks and feels like. <b>(hold up another rock)</b> This rock is also very [<i>smooth</i>], and it is [<i>speckled</i>]. I’m going to put it under the word [<i>Speckled</i>] to <b>describe</b> it.”</p> <p><b>Provide a few more examples, showing how to pair rocks with the descriptive words on the rock display card. If attaching larger rocks to the card proves too difficult, you could set the display card on a table and set the rocks below the words.</b></p> <p><b>On the board or chart paper, make a list of descriptive words for rocks that students can refer to and use throughout the unit.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Take students to an outside area to collect rocks. You could say:</b>          “Time to go outside and gather our rock collections! You’ll need your bags. Try and find some rocks that look different from each other—rocks you can <b>describe</b> with different <b>describing</b> words.”  <b>Give students a few minutes to find rocks. Circulate among them, encouraging them to collect rocks that vary in size, pattern, color, and texture.</b></p> <p><b>Once back inside, distribute the rock display cards you prepared. You could say:</b>          “Now you are going to make your own rock display cards using your rock collection. First, we will practice choosing words to <b>describe</b> your collection together. <b>(hold up one of your rocks)</b> This rock is [<i>striped</i>]. [See how it has stripes of different colors]? I’m going to put it under the word [<i>Striped</i>] on my card because that is a good word to <b>describe</b> this rock. Now choose one of your rocks and tell your partner which word on our display card <b>describes</b> your rock; then place your rock under that word. [Student X], will you tell us what word you used to <b>describe</b> one of your rocks?”  <b>Continue to ask students about their rocks, guiding them to link them to appropriate descriptive words. Provide feedback as students describe rocks for their partners and the class.</b></p>

<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students finish attaching rocks to their rock display cards. You could say:</b>  “Let’s work hard to finish our rock display cards. After you tell your partner which word <b>describes</b> each rock from your collection, attach it to your rock display card. I will be coming around and asking you to share with me a <b>describing</b> word for one of your rocks. If you think of another good descriptive word, tell me and I will add it to our descriptive words list for the rocks unit. You are each going to have an interesting <b>collection</b> of different rocks!”</p> <p><b>Circulate the room to assist students and monitor their understanding of descriptive words. If students think of other descriptive words for their rocks, help them add them to their rock display cards; consider adding them to your descriptive words list for use later in the unit.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Let’s look at our list and review some <b>describing</b> words we use to <b>describe</b> how rocks look and feel. <b>(invite students to name words)</b> Throughout this unit, we will be reading and writing about rocks. I’m going to listen for you to use these descriptive words to help me understand how your rocks look and what they feel like. Your words can also explain what type of rock you’re talking about. When we use words that precisely <b>describe</b> how something looks or feels, it helps our listeners understand what we are talking about. Learning how to <b>describe</b> also helps us understand books we read that use descriptive words.”</p>

# Teacher Journal

## Earth Materials – Lesson 1



small



(glue rock here)

speckled



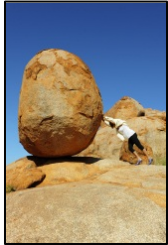
(glue rock here)

smooth



(glue rock here)

large



(glue rock here)

striped



(glue rock here)

rough



(glue rock here)

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 2
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and information in the text to make, confirm, and revise predictions.</li> <li>• Participate in conversations about topics in the text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Group Discussion</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Water and a rock (optional)</li> <li>• A sieve and a dirt clod (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Preview the lesson text. Use sticky notes to mark pages on which you will model predicting or ask prediction questions. You may also note possible questions for rich discussion. Examples and suggestions are provided in the lesson, but you could use others.</li> <li>○ You could bring in the following optional items for demonstration: water, a rock, a dirt clod, and a sieve. See the I Do segment for details.</li> </ul> </li> <li>• During the I Do routine, review the Predicting technique. Remind children that they must use what they already know about the topic <i>and</i> new information, or clues, in the text to make an educated ‘guess.’</li> <li>• Remember that confirming and revising predictions is a crucial component of the Predicting technique. As you read <u>Using Rocks</u>, stop and evaluate the accuracy of children’s prior predictions. Support them as they confirm, revise, or generate new predictions.</li> <li>• The goal of the Rich Discussion technique is to foster an extended discussion of topics from the text in which students have the opportunity to take multiple conversational turns. A rich discussion should be teacher-led but dominated by student talk. Encourage students to elaborate on their responses and follow up on each other’s ideas.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  “Have you ever had your family tell you to get in the car because you are going somewhere, but it’s a surprise? You use what you know about family trips and what you see around you to try and guess, or <i>predict</i>, where you are going. You might look at what is packed in the car, what your mom and dad are wearing, or what they told you to bring and not bring. All the information you know about taking trips can help you make a good guess, or <i>prediction</i>, about where you might be going. When we read our new book today, we are going to use what we know in our brains <i>and</i> the words and pictures in our book to help us predict things about the topic—rocks. Then, we will keep reading to see if our predictions were right. Making guesses about the information we read is a good way to be sure we are really thinking as we read and listen.”</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  “While we read our new book today, I will be stopping to make predictions. Here are the steps I follow to make predictions...”</p>	

- 1) First, I think about what I know.
- 2) Second, I study the information in the text—the words and the pictures.
- 3) Third, I make a prediction.
- 4) Last, as I keep reading, I check to see if my predictions were right.”

**Begin to read Using Rocks. Stop periodically to make predictions. You could say:**

“Let’s start our book and make predictions as we read and listen…”

- **(p. 7)** I know that rocks can be very hard. We are not supposed to throw rocks because they can hurt people. These rocks in the pictures look very hard, and this page says, ‘Rocks with iron in them are hard.’ I’m going to predict that all rocks are hard and that they are hard because they come from the earth.
- **(p. 8)** I can check my prediction on this next page. It says, ‘Liquid rock deep inside Earth is called *magma*.’ It also says that the liquid cools and hardens slowly. I know that liquid is *not* hard, but the text tells me there is ‘liquid rock’ deep in the earth. So my prediction that all rock is hard was not correct. **(for a hands-on activity, you could allow students to feel water [liquid] and hard rocks)**
- **(p.12)** The text says that water and the wind break large rocks into smaller pieces. I know rocks can be small, like **pebbles**. I usually find **pebbles** at the beach or the lake, and our book says wind and water can break rocks into small pieces. Hmm… I predict that rocks need wind or water to change. **(for a hands-on activity, demonstrate water changing rock by pouring water over a dirt clod in a sieve)**

**(pp. 14–15)** Okay, I think I need to revise my last prediction based on this information. I thought rocks needed wind or water to change, but the book says heat and pressure can also change rocks.”

**WE DO**

**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.**

**You could say:**

“Now I want you to help me make predictions and check to see if my predictions are right or wrong as we continue to read. We’ll follow the steps for making predictions: 1) think about what we know, 2) look at the information in the text, 3) make a prediction, and 4) decide if the prediction was right or if we need to revise it.

- **(p. 16)** ‘Some rocks are easy to find.’ We find rocks in our yards, the park, the lake; they are everywhere. I know that there are very large rocks that we use for building and making things. I wonder if there are rocks that are hard to find. I’m going to predict that some rocks are hard to find and use. What do you predict? **(allow students to share)**
- **(confirm prediction on p. 17)** The next page tells me my prediction was correct. Some rocks have to be dug up from deep inside the earth. In this picture, it does not look easy to get this rock, does it?
- **(p. 18)** I know I see lots of things around us that are made from rock. What are some things you predict are made from rock? Tell your partner something you think is made from rock. **(allow brief sharing time; you could have students report to the class)**
- **(p. 19)** I was right when I predicted buildings are made from rock. Tell your partner if your prediction was right or wrong about things we see that are made from rock. **(allow brief sharing time; you could have students report to the class)** Some of our predictions were not right, so we might need to revise them. I think we will get better at making predictions as we read more and practice predicting.”

**If students need more support before moving to independent practice, provide further examples of making, confirming, and revising predictions.**

**YOU DO**

**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.**

**After reading, lead a discussion of the text with the whole group. Prompt students to take multiple turns, elaborate on their responses, and follow up on their classmates’ ideas.**

	<p><b>You could say:</b>          “It’s fun to learn new information about a topic when we read. Let’s talk about some of the new information we learned about rocks and some of the information we already knew about rocks...”</p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• What do you predict would happen if you used soft rocks to build a house?</li> <li>• Why do you think people dig deep in the earth to get some kinds of rocks?</li> <li>• Why are some rocks soft?</li> <li>• Why do you think we think some rocks are beautiful?</li> </ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Good job predicting and discussing information about rocks. Let’s review how we make a prediction... <b>(pause for students to fill in the missing words)</b></p> <ol style="list-style-type: none"> <li>1) First, we think about what we already _____. <b>(know)</b></li> <li>2) Then, we look at the w_____ <b>(words)</b> and p_____ <b>(pictures)</b> in the book.</li> <li>3) Next, we make a pre_____. <b>(prediction)</b></li> <li>4) Last, we check to see if our prediction was r_____ <b>(right)</b> or wr_____. <b>(wrong)</b></li> </ol> <p>Our predictions are not always right. If they are wrong, we can revise, or change, them using the new information we learned. When you read at school and at home, stop to make some predictions—think about what you know and what you’re reading. Making guesses about the information we read is a good way to make sure we are really thinking as we read and listen.”</p>

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 3
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define target <b>vocabulary</b> words.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Items to <b>collect</b></li> <li>Play dough or colored paper</li> <li>Rock collections from Lesson 1 (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather items to demonstrate the word <b>collect</b>, such as blocks, plastic animals, crayons, and so on.</li> <li>Use sticky notes to mark the lesson text pages used in the lesson routines for easy reference.</li> </ul> </li> <li>The I Do and We Do routines are combined in this lesson to facilitate introducing and providing guided practice for one word at a time.</li> <li><b>WORDS TO KNOW:</b> <ul style="list-style-type: none"> <li><b>describe:</b> To tell about using words or drawings</li> <li><b>layer:</b> One thickness over another</li> <li><b>collect:</b> Bring things together in one place</li> <li><b>press:</b> To flatten or smooth down</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Can you find where we keep a dictionary in our room? Point to one if you see one... You can also point to our computers. Computers have dictionaries, so if we can't figure out what a word means, we can look up the definition. Today we are going to learn the definitions of four new Words to Know for our Earth Materials unit—<b>describe, layer, collect, and press</b>. It's important to understand words and what they mean so we can use them when we talk and understand them when we hear them. Good readers study words to help them understand what they read and hear."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Use the Vocabulary Picture Cards to introduce each Word to Know. You could say:</b>  "Our first Word to Know is <b>describe</b>. (<b>show the describe Vocabulary Picture Card</b>) This woman is drawing pictures to <b>describe</b> something. <b>Describe</b> means 'to tell about using words or drawings.'</p> <ul style="list-style-type: none"> <li>We talked about <b>describe</b> in our first lesson of the unit, when we <b>described</b> our rock collections. We are practicing <b>describing</b> words so we can <b>describe</b> rocks for our rock and gem show at the end of the unit.</li> <li>On this page of <u>Rocks! Rocks! Rocks!</u>, (<b>twenty-seventh page; begins "Buddy sorted them"</b>) one of books that we'll read later in the unit, the rocks have also been sorted by how they are <b>described</b>. This group says, 'line designs,' this one says, 'shapes,' this one says, 'bumpy rocks,' and the last one says 'smooth rocks.' Those words <b>describe</b> the rocks.</li> <li>I can <b>describe</b> my family by showing a picture. My sister <b>describes</b> me as <i>friendly</i>.</li> </ul> <p>Let's say <b>describe</b> together... <b>describe</b>. Describe means 'to tell about using words or drawings.'</p>	

**(for a hands-on activity, have students turn to a partner and describe a rock from p. 27 in Rocks! Rocks! Rocks! or from the rock collections from Lesson 1)**

**(layer)**

“Our next word is **layer**. **(show Vocabulary Picture Card and point out layers in the cake)** My birthday cake had two **layers**. How many **layers** does this cake have? **Layer** means ‘one thickness over another.’

- **(Rocks: Hard, Soft, Smooth, and Rough, p. 13)** This page tells us you can sometimes see **layers** of sediment or rocks. **(point out the layers in the illustration)**
- I put on extra **layers** of clothes when I am cold.
- I like a **layer** of peanut butter and then a **layer** of jelly on my sandwiches.

Let’s say **layer** together... **layer**. **Layer** means ‘one thickness over another.’

**(for a hands-on activity, you could have students layer strips of colored paper or play dough)**

**(collect)**

“Our next word is **collect**. **(show collect picture card)** Look at the nuts the squirrel has **collected** to eat. **Collect** means ‘bring things together in one place.’

- **(Rocks! Rocks! Rocks!, thirty-fifth page; titled “Start a rock collection”)** This page is about starting a rock collection. It says, ‘**Collect** small rocks that you like.’
- We **collected** rocks in our first lesson. We brought them together in one place, our bags, and then we made collections of different looking rocks.
- At school we **collect** [empty bottles] to use in our [water table]. You could **collect** cans to recycle. Scientists **collect** air samples to test the quality of the air we breathe.

Let’s say **collect** together... **collect**. **Collect** means to ‘bring things together in one place.’

**(for a hands-on activity, scatter items and have pairs collect particular items and report what they collected to the class)**

**(press)**

“Our last word today is **press**. **(show picture card)** This person is pressing the button in an elevator. **Press** means ‘to flatten or smooth down.’

- **Press** your hands together. **(demonstrate)** Flatten your palms against each other.
- **(Rocks: Hard, Soft, Smooth, and Rough, p. 6)** Many things can happen to rocks. This page tells us that they can be **pressed** together. They can be flattened or smoothed down.
- We use the word **press** to describe lots of motions and actions. I **press**—or push—a button to turn on my phone. I **press** my hands against my ears when it is loud. We **pressed** the last piece into the puzzle. I can **press** my nose to the window. I **pressed** on the ball to make it flat.

Let’s say **press** together... **press**. **Press** means ‘to flatten or smooth down.’”

**(for a hands-on activity, give students play dough to press; have them say ‘press’ as they are making the motion)**

**YOU DO**

**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.**

**You could say:**

“Let’s practice our four new words—**describe, layer, collect, and press**—and what they mean.

- Turn to your partner and answer this question...
  - Do you **press** or **collect** your pillow to make it flat? **(press)**
  - Could you **describe** or **layer** your pet? **(describe)**
  - Do beds have **layers** or **presses** of blankets? **(layers)**
- Now say ‘**collect**’ if I name something we could **collect**...
  - Dropped papers **(collect)**
  - Clouds in the sky
  - Books about dogs **(collect)**
  - Plastic dinosaurs **(collect)**



	<ul style="list-style-type: none"> <li>• Say ‘<b>press</b>’ if I name something you <b>press</b> or push to make flat or smooth... <ul style="list-style-type: none"> <li>○ Dough to make cookies (<b>press</b>)</li> <li>○ Pieces into a puzzle (<b>press</b>)</li> <li>○ A fire</li> <li>○ The doorbell (<b>press</b>)</li> </ul> </li> <li>• Finally, say ‘<b>describe</b>’ if the word I say <b>describes</b> how a rock looks or feels... <ul style="list-style-type: none"> <li>○ Flat (<b>describe</b>)</li> <li>○ Juicy</li> <li>○ Glassy (<b>describe</b>)</li> <li>○ Happy”</li> </ul> </li> </ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “As we continue to learn about rocks in our Earth Materials unit, you can use the words we learned today to write and talk about rocks. It’s important to understand words and what they mean so we can use them when we talk and understand them when we listen. Good readers study words to help them understand what they read. The four Words to Know we learned today are <b>describe, layer, press, and collect</b>. I am going to say a definition that we learned today and you say the word that goes with the definition...</p> <ul style="list-style-type: none"> <li>• One thickness over another (<b>layer</b>)</li> <li>• Bring things together in one place (<b>collect</b>)</li> <li>• To flatten or smooth down (<b>press</b>)</li> <li>• To tell about using words or drawings” (<b>describe</b>)</li> </ul>

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	SMWYK PRACTICE LESSON 4
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly <b>describe</b> the Close project; show an example, if possible.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.</li> <li>If possible, prepare an example of the Close project to showcase when you <b>describe</b> the Close project.</li> </ul> </li> <li>Administer the SMWYK to two children in your classroom who are NOT project-selected students. Ideally, select one child with high language abilities and one child with low language abilities.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>This lesson is intended for your practice only. Test students individually. Allocate 10–15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</b></p> <p><b>You could say:</b>          "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
<b>I Do/ WE DO/ YOU DO</b>	<p><b>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</b></p> <p><b>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</b></p>	
<b>CLOSE</b>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Extract information from one kind of text and translate it into another.</li> <li>Use grade-level suffixes and prefixes.</li> </ul>	<ul style="list-style-type: none"> <li>Sort target <b>vocabulary</b> words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace </li> <li><u>Rocks Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky </li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Red crayons or markers</li> <li>Individual whiteboards and dry erase markers (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Rocks, blocks, or play dough </li> <li>Bags</li> <li>Signs labeled #1 and #2 (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Play dough</li> <li>Teacher's Bookshelf books </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #6 (print or digital)  </li> <li>Words to Know pictures for Lesson #6 </li> <li>Related words pictures for Lesson #6 </li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 5
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Extract information from one kind of text into another.</li> <li>• Use grade-level suffixes and prefixes.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Using Think- Alouds</li> <li>• Recasting</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Red crayons or markers</li> <li>• Individual whiteboards and dry erase markers (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• WRAP set #1</li> <li>• Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>• Teacher Journal Lesson #5</li> <li>• Student Journal Lesson #5</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• To engage students you can use individual whiteboards during the We Do routine. Students can write and/or draw their responses regarding the information to be added to the chart in the teacher journal.</li> <li>• During the You Do routine, students will complete Student Journal Lesson #5 to add illustrations to the chart and underline the words ending in <i>-ed</i>. Alternately, they could complete a chart on their whiteboards using the projected teacher journal as a model.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #1: DESCRIBE, LAYER, COLLECT, PRESS</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When you need to know what your job is in our classroom, where do you look for that information? ...Yes, you look at the [job chart]. [Every day, we take our name cards and move the names next to a list of jobs; the chart tells you what your job is for the day]. Today, we're going to take some information from our book, <u>Using Rocks</u>, and put it into a chart to help us understand the information. We're also going to underline the <i>-ed</i> endings on words. When you add <i>-ed</i> to the end of an action word, it means that the action already happened. When you know word parts, it helps you understand the words you read and hear. Today, we're working on two skills good readers use."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  <b>(read pp. 4–15)</b> "I have already learned a lot of information about rocks from reading the first part of the book. I want to really understand the information about how rocks are formed, so I'm going to make a chart to help me understand this information. Here's what my chart will look like when I'm done... <b>(display Teacher Journal Lesson #5, p. 3 as a model of a complete chart)</b></p> <p><b>(read p.10 and display teacher journal, p. 1)</b> "The title of my chart is from a chapter heading in the book—<i>How Are Rocks Formed?</i> In the first column, I'm going to write, 'Liquid poured out of a volcano,' because that's one way rocks are formed. <b>(add to chart)</b> To illustrate this, I'll draw a volcano with liquid magma pouring out in the second column..."</p>	

	<p><b>(read p. 12)</b> “This page describes how wind affects rocks. I will write, ‘The wind broke off pieces of rock,’ and draw a picture of that to help me remember that is another way rocks are formed. <b>(add to chart)</b></p> <p><b>(underline <i>-ed</i> words on the teacher journal)</b> “Now I want to identify where I wrote about something that already happened, where I added <i>-ed</i> to the end of the word. The title of my chart is <i>How Are Rocks Formed?</i> The actions that changed the rocks happened before—in the past—so the word <i>formed</i> has <i>-ed</i> on the end.’ I will underline that in red to remind me we add <i>-ed</i> to say an action has already happened. <b>(underline)</b> I see another word that tells what already happened—<i>poured</i>. I will underline the <i>-ed</i> in <i>poured</i>, which tells us the liquid already came out, or <i>poured</i> out of the volcano. <b>(underline)</b> That is another way rocks are formed.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue identifying ways that rocks are formed and adding them to the teacher journal. Invite students to participate as you fill in the chart; you could have students write or draw on individual whiteboards as you complete each row.</b></p> <p><b>You could say:</b>  <b>(read p. 12 again)</b> “This page tells us about another way rocks are formed. It says, ‘water breaks big rocks into smaller pieces.’ I will add the sentence ‘Water broke rocks into smaller pieces’ and a picture of that to our chart. <b>(add to chart)</b></p> <p><b>(read p. 13)</b> “This page talks about another way rocks are formed. Turn to your partner and tell them what we could add to our chart from this page. <b>(allow brief talk time)</b> What is the other way rocks are formed? <b>(pause for response)</b> Good thinking. <b>Layers</b> of sand and soil harden and make rocks. What should I write and draw here to help us remember that sand and soil piled up to form rocks? <b>(pause for response)</b> Let’s write, ‘Sand and soil piled up to form rocks.’ <b>(add to chart)</b></p> <p><b>(underline more <i>-ed</i> words on the teacher journal)</b> “Let’s look again to see what other words on our chart have <i>-ed</i> at the end to tell us the action happened in the past. This row says, ‘Water broke rocks into smaller pieces.’ Is that something that happened before? <b>(pause for response)</b> Yes, but is there an <i>-ed</i> on the end of the word <i>broke</i>? <b>(pause)</b> No. We don’t add <i>-ed</i> to the word <i>break</i> to say something happened before. We say <i>broke</i>, so I don’t have an <i>-ed</i> to underline. Let’s look at the next row in the chart... It says the sand and soil ‘piled’ up. Tell your partner if you see a word with letters at the end that means it happened before. <b>(allow brief talk time)</b> Yes, the word <i>piled</i> has an <i>-ed</i> at the end. I underlined the <i>-ed</i> in <i>piled</i>. The sand and soil <i>piled</i> up to form rocks.”</p> <p><b>If needed, add more examples to the chart before moving students to independent practice; an additional example is provided at the bottom of teacher journal, p. 2 or on the completed p. 3. Continue to underline the <i>-ed</i> endings in your examples.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into pairs and distribute the student journal. You could say:</b>  “Now it’s your turn to make a chart with your partner. In your student journal, you have the information from our book about how rocks are formed. Talk to your partner about the information in each row of the chart. Then draw a picture to help you remember the information. After you finish <b>describing</b> the ways rocks are formed, look at the sentences. Underline in red the words that end in <i>-ed</i>. Remember, adding <i>-ed</i> to an action word tells us the action happened before, in the past.”  <b>Circulate among students and assist them with illustrating the information from the chart and identifying <i>-ed</i> verb endings.</b></p>

CLOSE

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Good readers take information from a book and put it into a chart or table to help them really understand what they read. We did that with our book today so we could understand and remember how rocks are formed. Let’s review our chart to remember the ways rocks form...”

- 1) Liquid poured out of a volcano.
- 2) The wind broke off pieces of rocks.
- 3) Water broke rocks into smaller pieces.
- 4) Sand and soil piled up to form rocks.
- 5) Rocks are heated and pressed.

When you read at home or at school, if you want to understand the information or story you’re reading, you can make a chart to understand what’s in the book.

“Today we also identified words that end in... **(pause for response)** That’s right! *-ed*. Action words that end in *-ed* tell us that the action happened in the past—it happened before. Good readers learn about words and parts of words to help them understand what they read and hear. Let’s keep doing what good readers do!”

### How Rocks Are Formed



<p>1) Write...</p>	<p>Draw...</p> 
<p>2) Write...</p>	<p>Draw...</p> 
<p>3) Write...</p>	<p>Draw...</p> 



# Teacher Journal



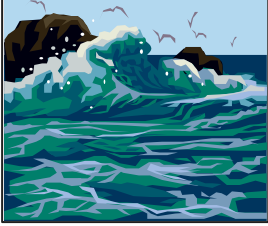

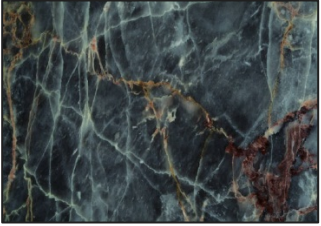
## Earth Materials – Lesson 5



<p>1) Write...</p>	<p>Draw...</p> 
<p>2) Write...</p>	<p>Draw...</p> 

- 1) Liquid poureded out of a volcano.
- 2) The wind broke off pieces of rock.
- 3) Water broke rocks into smaller pieces.
- 4) Sand and soil pileded up to form rocks.
- 5) Rocks are heated and pressed.

### How Rocks Are Formed

<p>1) Liquid poured<u>ed</u> out of a volcano.</p>	
<p>2) Wind broke pieces of rock.</p>	
<p>3) Water broke rocks into smaller pieces.</p>	
<p>4) Sand and soil piled<u>ed</u> up to form rocks.</p>	
<p>5) Rocks are heated<u>ed</u> and pressed<u>ed</u>.</p>	

### How Rocks Are Formed

1) Liquid poured out of a volcano.



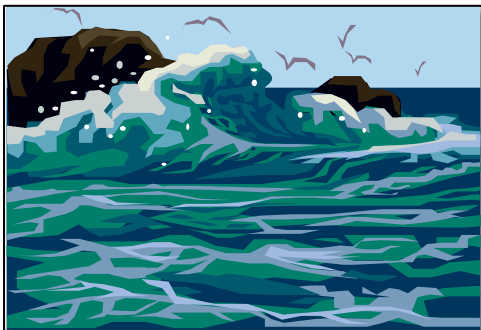
**Draw...**

2) The wind broke off pieces of rock.



**Draw...**

3) Water broke rocks into smaller pieces.



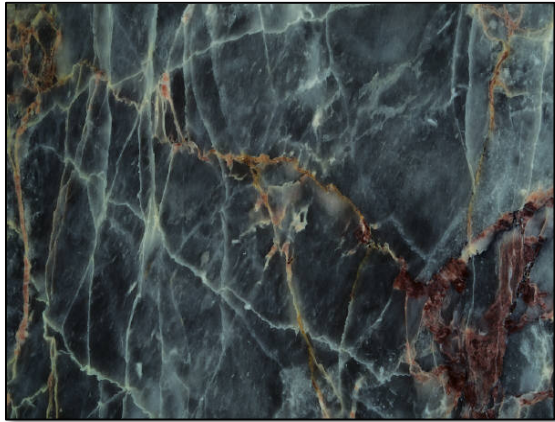
**Draw...**

4) Sand and soil piled up to form rocks.



**Draw...**

5) Rocks are heated and pressed.



**Draw...**

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 6
<b>SHOW ME WHAT YOU KNOW!</b> We can <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Sort target <b>vocabulary</b> words into semantic categories.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Rocks Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #6 (print or digital)</li> <li>Words to Know pictures for Lesson #6</li> <li>Related words pictures for Lesson #6</li> <li>Word web (optional)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "My kids have three cousins. They are related to their cousins because we are all part of one big family. The cousins have a connection to the same people. Did you know that words can be related, too? Words have connections to other words. In today's lesson we're going to talk about words that are related to our Words to Know—<b>describe, layer, collect, and press</b>—and how they are related. The more we know about words, the better we understand them when we hear them."</p>	

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Model generating related words to add to a word web. Display the teacher journal digitally, or add the pictures from the print journal to a blank word web.</b></p> <p><b>You could say:</b>  <b>(Rocks: Hard, Soft, Smooth, and Rough, p. 4)</b> “Our first word today is <b>collect</b>. The girl on this page is <b>collecting</b> rocks in her wagon. <b>Collect</b> means ‘bring things together in one place.’ Sometimes people <b>collect</b> rocks to decorate their yards. Let’s say the word <b>collect</b> together: <b>collect</b>.</p> <p>“Here is a word web for the word <b>collect</b>. <b>(demonstrate adding words/pictures to the web)</b></p> <ul style="list-style-type: none"> <li>• I will write <b>collect</b> in the middle of the web.</li> <li>• Now I’m going to think of other words I know that go with the word <b>collect</b>... I’m going to write <i>gather</i> because <b>collect</b> means to <i>gather</i> things together in one place.</li> </ul> <p><b>(you can add other related words or pictures to the web and discuss why they are related; see suggestions under Special Instructions)</b></p> <p><b>(describe)</b>  <b>(Rocks: Hard, Soft, Smooth, and Rough, p. 21)</b> “Our next work is <b>classify</b>. Our book has a chart to help <b>classify</b> rocks. Two of the columns <b>describe</b> rocks. <b>Describe</b> means ‘to tell about using words or drawings.’ In the chart they use words to <b>describe</b> the color of rocks and how they feel. My friend <b>described</b> his new bike to me on the phone. Let’s say <b>describe</b> together: <b>describe</b>.</p> <p>“Here is a word web for the word <b>describe</b>. <b>(demonstrate adding words/pictures to the web)</b></p> <ul style="list-style-type: none"> <li>• I will write <b>describe</b> in the middle of the web...</li> <li>• I will add the word <i>tell</i> to the web. <i>Tell</i> is a word that explains how we <b>describe</b>. We can <b>describe</b> something by <i>telling</i> someone about it.”</li> </ul> <p><b>(you can add other related words or pictures to the web and discuss why they are related)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Create webs with students for press and layer. Think aloud about how words are related to the Words to Know. After modeling one related word, guide students to brainstorm another.</b></p> <p><b>You could say:</b>  “Now let’s talk about the word <b>press</b>. <b>(Rocks! Rocks! Rocks!, sixteenth page; begins “Roxie took three rocks out...”)</b> Our book tells us that sedimentary rock is made of <b>layers</b> that were <b>pressed</b> and hardened. <b>Press</b> means ‘to flatten or smooth down.’ In this picture, Buddy is <b>pressing</b> on this sedimentary rock. <b>(demonstrate the hand motion for press)</b> We <b>press</b> on dough when we make a pizza. Let’s say <b>press</b> together: <b>press</b>.</p> <ul style="list-style-type: none"> <li>• I will write <b>press</b> in the middle of the web...</li> <li>• I will add <i>squeeze</i> to our web. You <i>squeeze</i> something when you want to flatten it. <i>Squeeze</i> is a word that means something similar to <b>press</b>. <b>(sketch or ask a student to add a picture to the web; ask students to demonstrate the motion for press)</b></li> <li>• Can you think of another word to add to our web? <b>(guide students as they generate a related word)</b></li> </ul> <p><b>(layer)</b>  <b>(Rocks: Hard, Soft, Smooth, and Rough, pp. 12–13)</b> “One type of rock, sedimentary rock, is made of tiny pieces of rock, sand, mud and clay. The rock is made from <b>layers</b> and <b>layers</b> of the tiny pieces <b>pressed</b> together. <b>Layer</b> means ‘one thickness over another.’ I like two <b>layers</b> of cream cheese on my bagel. Say <b>layer</b> with me: <b>layer</b>.</p>

	<ul style="list-style-type: none"> <li>• Let's write <b>layer</b> in the middle of the web.</li> <li>• I will add the word <i>thick</i> to our web. Thick <b>describes layers</b>. My son always asks for a <i>thick layer</i> of cream cheese on his bagel.</li> <li>• Does anyone want to suggest a related word to add to our web for <b>layer</b>?" <b>(guide students as they generate a related word)</b></li> </ul>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Select four students to hold a Words to Know picture for describe, layer, collect, and press, or pin them to their shirts. They can stand at the front of the classroom. Make a pile of the related words pictures in the middle of the classroom.</b></p> <p><b>You could say:</b>  "Let's practice our four Words to Know and related words. These four students stand for our Words to Know—<b>describe, layer, collect, and press. (point out each student/word)</b>. The rest of us will choose a related word picture from the pile and then go stand by the word we are related to. When all the related words are together, make a web by standing in a circle around the Word to Know. Make your web look like the webs we just made together <b>(point out word webs)</b> When your group has all of the related words to make a web, I want you each to tell the others how your word is related to the Word to Know."  <b>Circulate the room to help students find their target word and discuss how they are related.</b></p> <p><b>As time allows, you could repeat with different students wearing the Word to Know.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  "With our word webs today, we learned more about our Words to Know and words that go with them. Tell me a word that is related to...  <b>(elicit responses)</b></p> <ul style="list-style-type: none"> <li>• <b>press</b></li> <li>• <b>layer</b></li> <li>• <b>collect</b></li> <li>• <b>describe</b></li> </ul> <p>The more we learn about words and related words, the more we understand them when we hear or read them. Be listening for our Words to Know and related words. If you hear one or use one today, please go to the word webs and show me or a friend which word you heard or said!"</p>



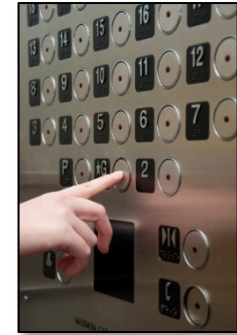
**collect**



**gather**



**group**



**press**



**describe**



**tell**



**explain**



**squeeze**



**layer**



**thick**



**stacked**



**push**





**collect**



**gather**

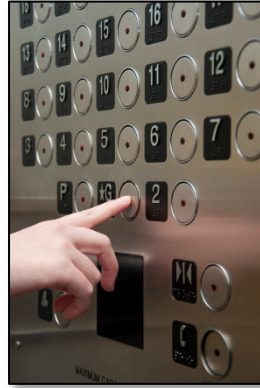


**describe**



**tell**





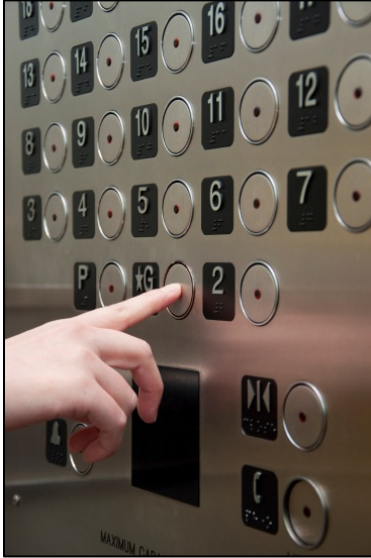
**press**



**squeeze**

# Words to Know Pictures

## Earth Materials – Lesson 6



**press**



**describe**



**collect**



**layer**



**describe**



**press**



**collect**



**layer**

describe



write



tell

describe



explain



name



describe



paint



draw

collect



scatter



share

collect



gather



save

collect



group



round up

layer

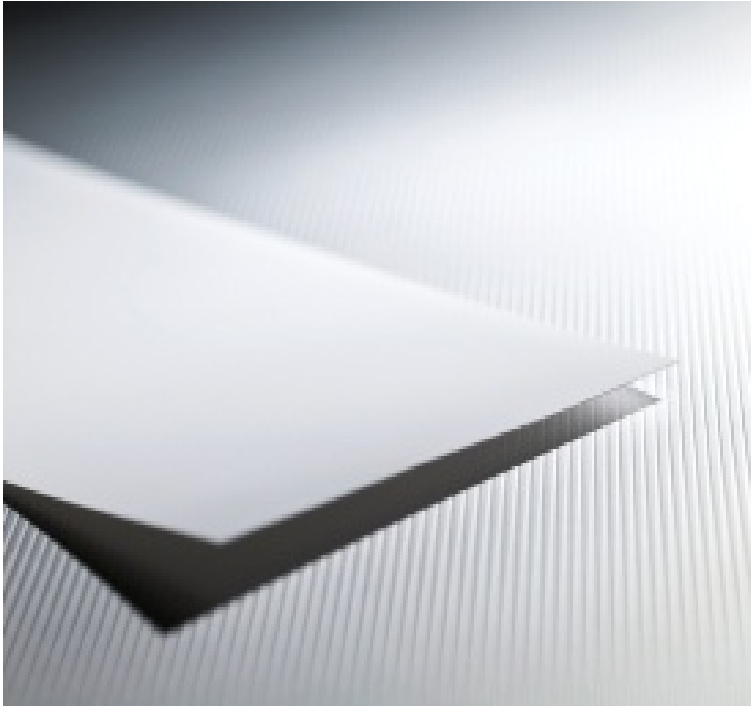


stripe



thickness

# layer



thin



thick

layer



brick layer



stacked

layer



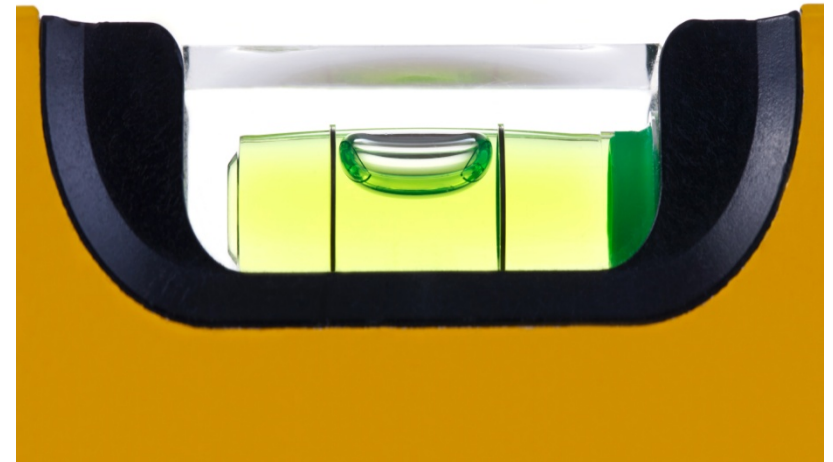
carpet layer



press



flatten



level

press



push



pack

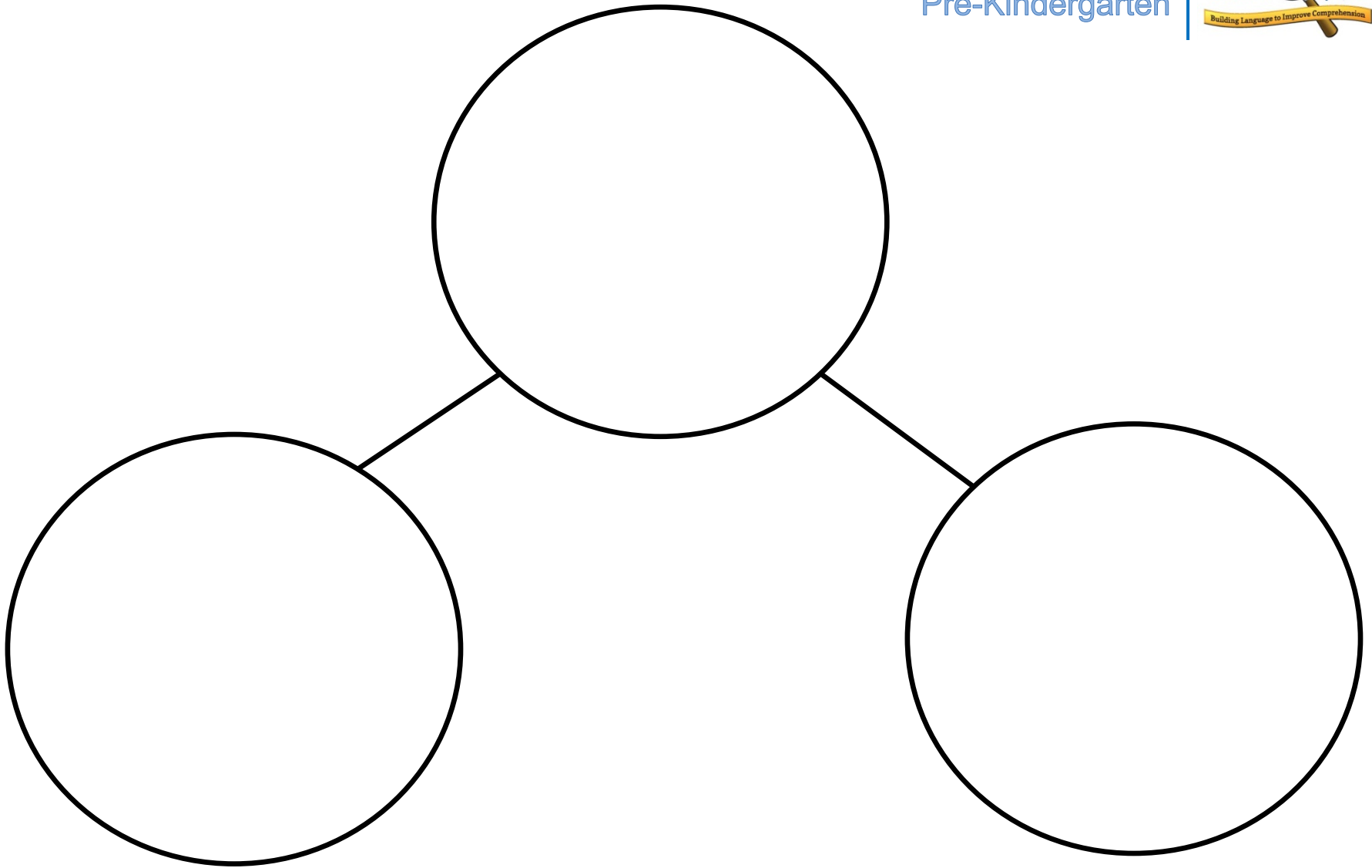
press



pull



squeeze



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Rocks, blocks, or play dough</li> <li>Bags</li> <li>Signs labeled #1 and #2 (4–5 each) [optional]</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>Today, students will set rocks on one of two ‘rock cairns’ to designate answers when finding the main idea.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Bring in rocks to make the cairns, or use blocks or play dough ‘rocks’ as a substitute.</li> <li>You will need to set up several (4–5) pairs of rock cairns in areas around the classroom—each small group will need two cairns. You can set up two rocks labeled #1 and #2 to accomplish this, or you can make signs that say #1 and #2 to set on the floor. Students will add their rocks on top of the rocks or signs.</li> <li>Each group will need at least 5 rocks (or blocks/play dough rocks) to designate main idea choices and ‘build’ their cairns. You might bag these for easy distribution.</li> <li>If you elect not to use the rock cairns for this activity, set up other designated ‘stations’ for selecting the main idea.</li> </ul> </li> <li>During the I Do routine, use the choices from the teacher journal to model finding the main idea.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  “When you go to the library, how do you choose a book? The pictures and the title tell you the most important information from the book—the <i>main idea</i>. We use them to decide which book we want to read and check out. The main idea is the most important idea or information an author includes in a book, on a page, or in a paragraph. Good readers think about the main ideas because it helps us understand what we read and hear. Today we’re going to find the main ideas in sections of our books, <u>Using Rocks</u> and <u>Rocks! Rocks! Rocks!</u>”</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Model finding the main idea. You could say:</b>  “I am going to show you how to find the <i>main idea</i> from a section of a book... <b>(read pp. 4–5 of <u>Using Rocks</u>)</b> To help me understand what I just read, I’m going to think about the main idea of this section. What is the most important thing the author wanted me to learn? In all but one of the paragraphs, the word <i>rock</i> is used. The pictures on these two pages show different rocks. The title of this section, written in large, bold letters is <i>What Are Rocks?</i> These are all clues about the main idea. I think <i>What are rocks?</i> is the main idea of this section.</p> <p><b>Now, display choices from the teacher journal to model finding main ideas in the lesson texts. Then demonstrate how you will answer by placing a rock on one of the cairns labeled #1 or #2.</b></p>	

	<p><b>You could say:</b>          “Now I will read a section and use the choices from my teacher journal page to pick the main idea. When I know my answer, I am going to add a rock to a rock cairn to show my choice—a rock cairn is basically a pile or stack of rocks. <b>(point out rock cairn on last page of <u>Rocks! Rocks! Rocks!</u>)</b> I have two piles here, #1 and #2. Let’s get started...</p> <p><b>(read <u>Using Rocks</u>, pp. 6–9)</b> “Think about the clues that will help us decide what the main idea is... There is not a word that we hear over and over again, like before. But these four pages all talk about the same idea—what rocks are made of. Now let’s look at the heading on page 6 that is written in bold, large letters. <b>(point out heading)</b> <i>What are Rocks Made Of?</i> Now, I have two choices to pick from to decide the main idea. <b>(show teacher journal, p. 1)</b> Is the main idea <i>A rock and gem show</i> or <i>What are rocks made of?</i> I think the clues tell me the main idea is <i>What are rocks made of?</i> which is our second choice. So I will put a rock on rock cairn #2.” <b>(add rock to the cairn)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  <b>(read pp. 16–17 of <u>Using Rocks</u>)</b> “Let’s find the main idea of this section of the book together and look for clues to the main idea. Is there a word that we hear on each page? I heard the word <i>find</i> three times. In the heading on page 16, where it says rocks are easy to <i>find</i>, and on page 17 where the author says, ‘Some rocks are only <i>found</i>’—that is a form of the word <i>find</i>—‘deep in the earth’. That word, the photographs, and the heading <i>Where Do We Find Rocks?</i> are big clues to the main idea. <b>(display teacher journal, p. 2)</b> Tell your partner if you think the main idea is <i>Where do we find rocks?</i> or <i>The color of rocks</i>. <b>(allow brief talk time)</b> Now, I would like a volunteer to come up and add a rock to the cairn for your choice of the main idea—#1 or #2. <b>(call on a student to add a rock to a cairn, discuss as a class, and provide feedback or correction, if needed)</b></p> <p><b>(read pp. 18–21)</b> “Remember the clues we talked about to help us find the main idea. <b>(display teacher journal, p. 3)</b> After reading these pages, tell your partner if you think the main idea is <i>Building roads</i> or <i>How do we use rocks?</i> Tell your partner what word you heard on each page <b>(use)</b> that was a clue about the main idea. Discuss with your partner how the pictures helped you find the main idea. <b>(allow brief talk time)</b> Now, can someone come up and put a rock on cairn #1 or #2 to share their answer?” <b>(call on a student to add a rock to a cairn, discuss as a class, and provide feedback or correction, if needed)</b></p> <p><b>Read p. 22 and show teacher journal, p. 4 or provide additional examples if students need more guided practice before moving to the You Do segment. If students are not ready for independent practice, you could complete the You Do activity as a group.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups. Place each group by one pair of rock cairns and give them a set of rocks (or blocks/play dough). Read selections from the text and then provide main idea choices; have students answer by placing rocks on the cairns.</b></p> <p><b>You could say:</b>          “Now it’s your turn to listen to clues and decide what the main idea is. Each group has two rock cairns, #1 and #2. When I read a section of the book, discuss in your group if you think the main idea is choice #1 or choice #2. Then you can put a rock on cairn #1 or cairn #2.</p> <p>1) <b>(<u>Using Rocks</u>, pp. 10–13)</b> Is the main idea #1—<i>Soil and sand</i>, or #2—<i>How are rocks formed?</i>          Discuss the clues with your group and put your rock by cairn #1 or cairn #2.</p>

	<p>2) <b>(Rocks! Rocks! Rocks!, thirty-fifth page; titled <i>Start a Rock Collection</i>)</b> Is the main idea #1—<i>Rock collection</i>, or #2—<i>How are rocks made</i>? Discuss the clues with your group and put your rock by cairn #1 or cairn #2. Was there a clue word that helped you find the main idea?</p> <p>3) <b>(Using Rocks, pp. 6–7)</b> What is the main idea on these two pages? Is it #1—<i>Minerals</i>, or is it #2—<i>Jewelry</i>? Discuss with your partners a clue word that is repeated four times on this page. Place your rock by cairn #1 or cairn #2.</p> <p>4) <b>(Using Rocks, p. 8)</b> Use the clues of the picture, a key word that is repeated, and a heading to help you decide if the main idea is #1—<i>Rock trails</i>, or #2—<i>Magma</i>. Discuss why you think it is the main idea and put your rock by cairn #1 or cairn #2.</p> <p>5) <b>(Rocks! Rocks! Rocks!, ninth page with the <i>Rock Stop 2: Erosion sign</i>)</b> Discuss with your partners if the main idea is #1—<i>Metamorphic rock</i> or #2—<i>Erosion</i>. Discuss the clues that helped you choose the main idea and put your rock by cairn #1 or cairn #2.”</p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Let’s review clues that help us find the main ideas today...  <b>(have students fill in the missing words)</b></p> <ol style="list-style-type: none"> <li>1) We can listen for a w____ that is repeated. <b>(word)</b></li> <li>2) We can look for bold, large letters in the _____. <b>(title or heading)</b></li> <li>3) We can look at the p____. <b>(pictures)</b></li> </ol> <p>These clues help us decide what the most important information in the section or page we’re reading is. The most important information is the <i>main idea</i>. Good readers think about the main ideas in a book because it helps us understand what we read and hear. When you read at home, listen for clues for finding the main idea. Then stop and tell the reader what you think the main idea is in the section of the book you are reading. They will be impressed!”</p>

# A rock and gem show



#1

# What are rocks made of?



#2



Where do we  
find rocks?



#1

The color  
of rocks



#2

# Building roads



#1

# How do we use rocks?



#2

## Rock Collections



#1

## How are rocks made?



(erosion)

#2

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Play dough</li> <li>Teacher's Bookshelf books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>If needed, you could display the Read to Know Procedures poster from the previous unit to help students follow the steps of the lesson.</li> </ul> </li> <li>For this lesson, students will select books to read independently and then make rock formations or collections using play dough. The Read to Know lessons are designed to give students the opportunity to engage for an extended period of time with one or several texts that they select because they find them interesting. The goal is for students to be <i>engaged</i> in looking at and responding to a book(s) for the 30 minute session. If you feel students will have difficulty staying engaged, feel free to modify the amount time that students 'read' their books or make their rock collections.</li> <li>The I Do/We Do routines are combined in this lesson.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #2: DESCRIBE, LAYER, COLLECT, PRESS</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have you ever tried to get your mom or dad's attention while they are reading? Sometimes when someone is reading, they are concentrating so hard they don't hear their name being called or hear things happening around them. It's pretty easy to get really interested in what you are reading. Today we get the chance to learn some new information about rocks by reading from books we've gathered about rocks and related topics. We'll get to spend some time looking at rock books, and then you can choose something interesting from your book to recreate with play dough."</p>	
<b>I Do/ We Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</b></p> <p><b>Review the expectations for Read to Know lessons. You could say:</b>          "Today you get to read a book by yourself again. Let's go over the steps for today's lesson.</p> <ul style="list-style-type: none"> <li>First, you will select a book you think looks really interesting.</li> <li>Next, each of us will take our book to some place comfortable in the room and look through our books for about [10] minutes.</li> <li>Then, we will make rocks with play dough using the information in our books.</li> <li>Finally, we will share our projects with each other and learn about what everyone read."</li> </ul>	

	<p><b>To establish a goal for children’s reading, you could say:</b>          “Your job today while you’re reading is to find a rock or collection of rocks that you can identify. In one of my books I saw pictures of sedimentary rocks (<b>show sedimentary rocks in a book or from Rocks! Rocks! Rocks!, sixteenth and seventeenth pages</b>) Sedimentary rocks are formed by sand and soil that piled up over many years. You can often see the <b>layers</b> of sand and soil in sedimentary rock. I will use the picture I found in my book to make some sedimentary rocks with play dough. I will show the <b>layers</b> by using different colors and thicknesses of play dough. (<b>demonstrate with play dough</b>)</p> <p>“Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let’s start reading...”</p> <p><b>Have students select their books. Allow them to engage with their texts for [10–15] minutes on their own. Move around the class encouraging students and checking on their progress.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute play dough to children. You could say:</b>          “Now it’s your turn to make a rock or a collection of rocks with play dough. Use the pictures in your book to help you form your rocks. Maybe there was a rock that you thought looked really cool, or an interesting rock formation in your book. When you finish making your rock, tell a partner about what kind of rock or rocks you made and what you learned about them from your reading.”</p> <p><b>Circulate among students, encouraging them to describe their play dough rocks and what they learned from their books to their partners.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “We learned more interesting things about rocks today by reading a variety of books. Who would like to share something they learned from their book? (<b>allow brief sharing time</b>) When we want to learn about a subject or enjoy a story, we can find new books to read and share. Be sure to share what you read at home with your family. They can hear new stories and learn new information from you, too.”</p>



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in conversations about topics in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one kind of text and translate it into another.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Define target <b>vocabulary</b> words.</li> <li>Use target <b>vocabulary</b> words in spoken or dictated texts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky </li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky </li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Variety of gems and striped and speckled rocks (optional) </li> <li>Chart paper or whiteboard</li> <li>Shell fossil (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Painting supplies (paint, paper, smocks)</li> <li>Dry erase boards and markers or paper and crayons (optional)</li> <li>Art sand (optional) </li> <li>Examples of obsidian, granite, sandstone, limestone, and marble (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Texts from the Fiction or Animals unit and/or other familiar books </li> </ul>	<ul style="list-style-type: none"> <li>Yarn or tape </li> <li>Blank paper and chart paper</li> <li><b>Pebbles</b> and rocks </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Comprehension Monitoring Icons (optional)</li> <li>Fix-Up Strategies Poster</li> <li>Shell fossil image for Lesson #9</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #10</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li><b>Trail</b> map for Lesson #12</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 9
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our gem and mineral show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in conversations about topics in the text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group Discussion</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> <li>Variety of gems and striped and speckled rocks (optional)</li> <li>Chart paper or whiteboard</li> <li>Shell fossil (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring Icons (optional)</li> <li>Fix-Up Strategies Poster</li> <li>Shell fossil image for Lesson #9</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>For some expository texts, depending on the length of the book, only selected portions are used in the lessons. Preview the lesson text to decide how much you will read to keep the lesson at the appropriate length. Be sure to include the text that is critical to the objectives and skills of the lesson; suggested examples from the text are provided in the lesson routines.</li> <li>Preview the lesson text. Use sticky notes to mark pages on which you will model comprehension monitoring or ask students to monitor their comprehension. You may also note possible questions for rich discussion. Examples and suggestions are provided in the lesson, but you could use others.</li> <li>Bring in the following optional items to provide visual examples and hands-on activities during the lesson: rock fossil showing a shell, a variety of gems, striped and speckled rocks.</li> </ul> </li> <li>Review the Comprehension Monitoring technique and how to use the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs). Introduce stumbling blocks as you read, express how important it is to use fix-up strategies to repair your comprehension, and think aloud as you apply them.</li> <li>Use of the Comprehension Monitoring Icons is optional. You may opt to have students signal by using a thumbs-up or thumbs-down, or by pointing to your Comprehension Monitoring Icons.</li> <li>The goal of rich discussion is to give all students the opportunity to participate in an extended discussion of the text in which they can take multiple conversational turns. Try to facilitate a discussion dominated by student talk.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Do you know that I go to school sometimes like you do? When I'm in class and am listening to my teacher, if I don't understand something she is talking about, I raise my hand. That is a signal to tell the teacher I need to stop and fix what I don't understand. Today, while I'm reading, I'm going to stop so we can talk about information in the book. I'm also going to ask if what I'm reading makes sense. Good readers and listeners often stop and talk about the information in the book so they can understand what they are reading or listening to."</p>	

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          “We’re going to read our next book in this unit, <u>Rocks: Hard, Soft, Smooth, and Rough!</u> Before we begin, I want to review what we do while we are listening to a book. Remember that sometimes there might be words or ideas in the book you don’t understand. When you listen, it’s important to stop and ask yourself, ‘Hmm... Does this make sense? Do I understand what is being read?’ If the answer is <i>yes</i>, you keep listening because you understand what you’re hearing—it makes sense. <b>(display Makes Sense sign)</b> If the answer is <i>no</i>, then something doesn’t make sense. <b>(display Doesn’t Make Sense sign)</b> Some ideas or some words in the book are confusing. You need to stop when you don’t understand and fix what doesn’t make sense.</p> <p><b>(read pp. 4–5)</b> “I’m going to stop here and hold up my Doesn’t Make Sense sign. I’m not sure what a rock ‘<i>marked with the shape of a shell</i>’ means. I will look at the pictures on this page, but I don’t see any shells. I’m going to use the fix-up strategy <i>Ask Questions</i>. <b>(point out strategy on poster)</b> I can ask a teacher or type my question on the internet. <b>(model either strategy)</b> What does it mean to be ‘<i>marked with the shape of a shell</i>’? <b>(model the response)</b> Oh, when something is <i>marked</i>, it means it has a special detail. So a rock could have the detail of a shell <b>pressed</b> into the rock. Here’s a picture of a rock marked with a shell. <b>(share shell fossil image for Lesson #9 or a real fossil)</b> Now that information makes sense.” <b>(display Makes Sense sign)</b></p> <p><b>Provide an additional example of a stumbling block as you read; model applying an appropriate fix-up strategy.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue reading, and have students practice comprehension monitoring with you.</b>  <b>You could say:</b>          “As I continue reading, let’s work together to decide if something doesn’t make sense and decide how to ‘fix it up’...”</p> <p><b>(read pp. 8–9)</b> “The book says that the specks and stripes in the rocks are from <i>minerals</i>. It also says that ‘rubies and diamonds are minerals.’ I’m not exactly sure what a <i>mineral</i> is. What should I do if something doesn’t make sense? <b>(hold up icon, and then point to Fix-Up Strategies Poster)</b> Tell your partner what strategy we could use to understand the word <i>mineral</i>. <b>(allow brief sharing time)</b> Good ideas. I think I will use the fix-up strategy <i>Ask What a Word Means</i>. I can ask someone what it means, or I can look up the word. Our book has a glossary—a list of words and definitions in the back of a book. I could look up the word there. <b>(demonstrate)</b> Yes, it has the word mineral listed. The definition is ‘the materials that make up a rock.’ I will also reread this page... <b>(reread)</b> It says, ‘Minerals are the basic building blocks of rocks.’ So I think this means rocks are made or built from hard objects—minerals. I understand the word <i>mineral</i> now; it makes sense. <b>(flip icon)</b>  <b>(for a hands-on activity, you could give students minerals (fake gems) and rocks with specks and stripes to examine the minerals in rocks)</b></p> <p><b>(pp. 10–12)</b> “I’m not sure I understood all of the information in these pages. Do you? <b>(prompt students to signal)</b> It says rocks are made in three ways... Look at our Fix-Up Strategies Poster. What strategy should we use to understand how rocks are made? <b>(pause for response)</b> I know. Let’s reread and then make a graphic organizer to help us understand the information.”  <b>Using chart paper or a whiteboard, create a graphic organizer labeled <i>How Rocks Form</i>. List the two methods discussed in these pages. Ask students to name the first type of rock formation; then have them act out how hot liquid rock bubbles up and cools down to become igneous rock. Prompt students to name sedimentary rock as the second rock formation; they can mime sand and debris pressing together to form sedimentary rock.</b></p>



	<p><b>Continue reading to find the third way rock forms. You could say:</b>  “Good. Now we know two ways rocks form, (<b>flip icon to Makes Sense side</b>) but our book says there are three ways. Let’s keep reading and listen for the third way rocks form and add it to our graphic organizer...”</p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>After reading, lead a discussion of the text with the whole group. Prompt students to take multiple turns, elaborate on their responses, and follow up on their classmates’ ideas.</b></p> <p><b>You could say:</b>  “I am really impressed with how much information you’ve learned about rocks and the way you stopped and used fix-up strategies so the information makes sense. Let’s talk about some of the information we learned today...”</p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Our book says you can learn the story of a rock. What can you learn from a rock?</li> <li>• Tell me what you learned about how rocks form?</li> <li>• Do you think rocks are an important part of the world? Why?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Thank you for a good discussion about rocks and our book. Let’s review what we do if we are reading and we don’t understand what we read or hear.</p> <ul style="list-style-type: none"> <li>• First, we stop and _____. (<b>prompt students to show Doesn’t Make Sense icons</b>)</li> <li>• Next, we can try to fix what doesn’t make sense. Let’s say the Fix-Up Strategies from our poster... (<b>name strategies with students</b>)</li> <li>• Last, we signal that the text makes sense (<b>prompt students to show Make Sense icons</b>)</li> </ul> <p>When you read at school and at home, it’s important to stop if something doesn’t make sense and fix up what you don’t understand. That is how good readers understand what they read and hear. I will watch for you to signal me or other readers when something doesn’t make sense.”</p>

Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.

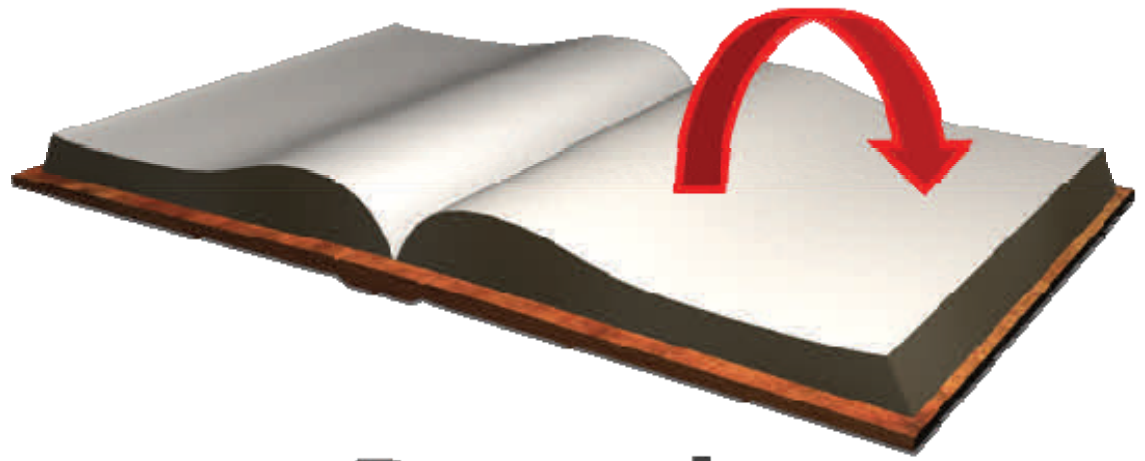


Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Ask what a word means**

# Shell Fossil Image

## Earth Materials – Lesson 9



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 10
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Extract information from one kind of text and translate it into another.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> <li>Painting supplies (paint, paper, smocks)</li> <li>Dry erase boards and markers or paper and crayons (optional)</li> <li>Art sand (optional)</li> <li>Examples of obsidian, granite, sandstone, limestone, and marble (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #10</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Preview the lesson text. Use sticky notes to mark selections and <i>fun facts</i> from the book that provide more details about various rocks.</li> <li>If possible, bring in examples of the rocks pictured on p. 21 of the lesson text for students to examine.</li> </ul> </li> <li>This lesson will center around the <i>Rocks Chart</i> on p. 21 of the lesson text. You will read selections or fun facts from the book that provide more details about some of the rocks.</li> <li>During the I Do routine, model painting different kinds of rocks using the information from the chart on p. 21. If you prefer, you could substitute Teacher Journal Lesson #10, p. 1 as your model, drawing students' attention to how the descriptions are depicted in the 'paintings.' The second page of the teacher journal depicts photographs of each type of rock that you could display for reference while you or children are painting.</li> <li>During the We Do routine, you could have students practice drawing rocks on whiteboards or paper as you demonstrate during the We Do. This will prepare them before they paint their rocks.</li> <li>If possible, display the book using a document camera or sit near students so they can clearly see the chart and images.</li> <li><i>Save students' posters to display at your rock and gem show.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET # 3: DESCRIBE, LAYER, COLLECT, PRESS</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have you ever seen a poster advertising a carnival? We have carnivals at school sometimes to celebrate our school community. When we do that we usually make some signs or posters to let people know about the carnival. Today we're going to take some information from our book and use it to make posters. The information from our book will help us <b>describe</b> rocks that we might have at our rock and gem show. People that come to our show will know about the rocks we have from the posters we make. When we take information from our book and put it in another form, like a poster, it helps us understand and remember the information in the book. Good readers do this all the time."</p>	

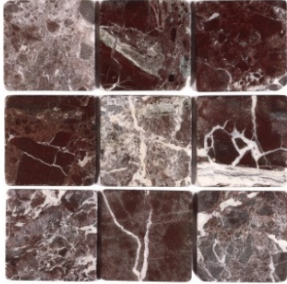
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Read preselected sections from the lesson text, and then display the chart on p. 21. Set up paints and an easel (or tape paper to the board) and model painting rocks from the lesson text. You could say:</b>  “Here is the <i>Rocks Chart</i> from our book. I want to take the information from the chart and make a poster <b>describing</b> some of the characteristics of rocks that we might have at our show. Because the chart tells us about the colors of these rocks and what they feel like, I’m going to use paint to make the poster. I think it will help me show how the rocks look and feel.</p> <p>“I think I will paint the marble first. The book <b>describes</b> the marble as ‘white or gray (often with black, red, or green stripes).’ It says marble feels ‘hard and cold’ and ‘can be grainy.’ So, now I have to try to show that with my paint. <b>(demonstrate painting marble, thinking aloud as you show these features)</b> To help with the description, I will add these words below my painting: <i>white or gray with stripes, hard, and cold.</i>”</p> <p><b>Read the fun fact about marble on p. 19.</b></p> <p><b>Read p.14 and the fun fact about sandstone. You could say:</b>  “The text says that sandstone can be ‘red, brown, green, or yellow.’ <b>(display chart on p. 21)</b> The chart lists the same colors for sandstone, and it says it can feel ‘grainy and crumbly.’ Those words help me understand what sandstone must be like. I will try to show that on my poster. <b>(paint sandstone and add a description)</b> I’m going to add a little bit of glue and sand to my sandstone to better <b>describe</b> this rock on my poster.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue to add rocks to your poster, eliciting student input. Provide students with paper or white boards if you want them to draw along with you.</b></p> <p><b>You could say:</b>  <b>(read p. 11 and the fun fact)</b> “Let’s add a couple more rocks to my poster together, and then you’ll be ready to make one of your own. Now I want to show what granite looks like on my poster. What colors should I use to show granite? Tell your partner. <b>(allow brief sharing time and have students report to class; then paint granite)</b> Show your partner a thumbs-up or thumbs-down—Is granite an igneous rock? What <b>describing</b> words should I use to <b>describe</b> granite? <b>(pause for responses; evaluate and extend student responses)</b></p> <p><b>(read p. 15 and the fun fact)</b> “Our text says limestone is a sedimentary rock. What colors do you think will <b>describe</b> limestone? <b>(pause for responses; then display chart on p. 21 and have students evaluate their answers)</b> The book told us we might see ‘squiggles and bumps’ in limestone rock. How should I show that to describe limestone? <b>(paint limestone with some squiggles, bumps, and shells)</b> Tell your partner some <b>describing</b> words I can write on my poster to <b>describe</b> limestone. <b>(allow brief sharing time)</b> Did you say <i>soft, chalky, hard, or coarse</i>? Other ideas?” <b>(pause for responses; evaluate and extend student responses and add description to poster)</b></p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute painting supplies to students. You could say:</b>  “Now it’s your turn to make a poster. After you add a rock to your poster, a teacher will help you add some <b>describing</b> words. After you’ve added one rock, please tell your partner what rock is on your poster and how it looks and feels. Then you can look at the <i>Rocks Chart</i> <b>(point out displayed chart)</b> and choose another rock for your poster.</p>

	<p>“After you add a second rock, turn and tell your partner about the rock you added. Remember to use the information from our book to help you <b>describe</b> these rocks for our rock and gem show. It will help our customers know about the rocks we’ll display at the show.”</p> <p><b>Circulate among students and assist them in researching various rock features and adding describing words to their posters.</b></p> <p><b>You could display p. 2 of the teacher journal to provide a realistic photographic reference point for some of the rock types.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b></p> <p>“Good readers can take information from a book and put it into a chart, table, or poster to help them really understand what is in the book. We did that with the <i>Rocks Chart</i> in our book today so we could understand and <b>describe</b> some of the rocks that might be at a rock and gem show. Let’s review some information from our book that we put into our posters...</p> <p><b>(invite students to respond to each question)</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> marble...</li> <li>• What kind of rock is obsidian?</li> <li>• What color is sandstone?</li> <li>• What does granite feel like?</li> </ul> <p>While we are studying rocks in our unit, if you find information in a book that you think we should make into a table, chart, or poster for our rock and gem show, be sure to tell me or another teacher. We can make some more posters to help us describe the rocks and gems for our show!”</p>



<p><b>marble</b></p>  <p>white, gray, black, hard, cold, and can be grainy</p>	<p><b>granite</b></p>  <p>gray, white, pink, hard, and rough</p>	<p><b>sandstone</b></p>  <p>red, brown, green, grainy and crumbly</p>
<p><b>limestone</b></p>  <p>tan, gray, yellow, soft, chalky or coarse</p>	<p><b>obsidian</b></p>  <p>shiny, black, hard, and glassy</p>	

**marble**



**granite**



**sandstone**



**limestone**



**obsidian**



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 11
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Identify the purpose of a text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Texts from the Fiction or Animals unit and/or other familiar books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>describe, layer, collect, press</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Gather texts from the Fiction or Animals units or other books from your classroom library that you can use to discuss author's purpose with students.</li> <li>Use the teacher journal to model and practice identifying the author's purpose. Each page of the teacher journal presents two familiar books. The first three pages are blank so you can fill in the author's purpose about each book. The last few pages have two options for author's purpose provided, so you can simply draw a line from each book to the appropriate statement.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #4: DESCRIBE, LAYER, COLLECT, PRESS</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When I want to know what is happening in the world, I read the newspaper in the morning. Does anyone at your house do that, too? The newspaper has short articles and photographs about events in the world. You can get a lot of information without spending a long time reading. That's the purpose of a newspaper –to let you quickly find out about important events each day. Today we're going to look at some of our books in this unit and name the purpose or reason why the author wrote the book. When you think about what the author's purpose is for writing, it is another way to help you understand what you read and hear."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal. Model finding the author's purpose about each text presented by writing it on the line (or drawing a line to the statement if using the completed pages). Share selections and images from the books as you model.</b></p> <p><b>Read and display pp. 4–5 of <u>Rocks: Hard, Soft, Smooth, and Rough</u>. You could say:</b>          "The author of this book is Natalie M. Rosinsky. When we read this book and look at the pictures and charts, we learn a lot of information about rocks. If I think about why the author wrote this book, I think she wrote it to teach us all about rocks. We are reading this book to learn more about rocks. My journal page lists our books, and we can write in the reason the author wrote them. Above the picture of <u>Rocks: Hard, Soft, Smooth and Rough</u>, I will fill in the word <i>rocks</i>... Now it says the author wrote the book to 'teach us about rocks.'</p>	

	<p>“Let’s look at the other book listed on my journal page. Do you remember this other book, <u>Homes of Living Things</u>? We just said Natalie Rosinsky wrote <u>Rocks: Hard, Soft, Smooth, and Rough</u> to teach us about rocks. I wonder why the author of <u>Homes of Living Things</u> wrote the book? Hmm... <b>(flip through pages)</b> This book is all about the different homes animals live in. I think the author wrote it to teach us about animal homes. I will write <i>animals homes</i> on the line above the book. The author wrote it to teach us about animal homes...</p> <p>“Now I want to know more about what information the author wanted us to learn about animal homes. I can look at all of the pictures and the headings on the pages in the book. <b>(hold up book as you flip through it)</b> They tell us what the author wanted us to know. Here at the front of the book is the table of contents. This is a list of information the author wants us to know about animal homes.”  <b>Discuss the information in the table of contents or on the pages and how it relates to the author’s purpose.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Turn to the second page of options in the teacher journal. Have students help you identify author’s purpose. You could say:</b>  “Here’s our first book we read about rocks—<u>Using Rocks</u>. Think in your head about what the author wants to teach us in this book... And here is another book from the Animals unit, <u>Animal Habitats</u>. <b>(display selected pages)</b> Let’s fill in the author’s purpose on my journal together. Tell your partner what the author wanted to teach us in <u>Using Rocks</u>. <b>(allow brief sharing time)</b> Now tell your partner what the author wanted to teach us in <u>Animal Habitats</u>. <b>(allow brief sharing time)</b> Who can tell me what the author wanted to teach us in one of these books? What should I write on the line?”  <b>Elicit responses from students, supporting their understanding of the author’s purpose in each book. Display pages from the text or review the table of contents, headings, and images if students need help deciding.</b></p> <p><b>Turn to the next page of options and discuss the purpose of <u>Rocks! Rocks! Rocks!</u> and <u>Swimmy</u>. You could say:</b>  “Here’s a book from this unit, but we haven’t read it yet. It’s called <u>Rocks! Rocks! Rocks!</u> Let’s see if we can figure out the author’s purpose for writing this text. Let’s look at the title, the pictures, and the sections in the back of the book. There is no table of contents, so we don’t have a list of information that is in the book. I think we can see what the author wanted us to learn by looking at the headings and pictures. <b>(flip through pages, discussing what you find with students)</b> Now, tell your partner what the author wanted to teach us in <u>Rocks! Rocks! Rocks!</u> <b>(allow brief sharing time)</b> Who can tell me what the author wanted to teach us? What should I write on the line? <b>(pause for response)</b> Yes, this author also wanted to teach us all about rocks! <b>(fill in on teacher journal)</b></p> <p>“Here is the story we read about a fish called Swimmy in our Fiction unit. <b>(flip through pages or call on students to share what they remember about the story)</b> Now tell your partner why you think Leo Lionni wrote <u>Swimmy</u>. <b>(allow brief sharing time)</b> Let’s see if you can tell me the author’s purpose of <u>Swimmy</u>. His purpose was to tell... <b>(pause for response)</b> Yes! To tell a story about a fish!”</p> <p><b>Provide further examples if students need more practice with identifying author’s purpose.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal. You could say:</b>  “Now it’s your turn to decide what the author’s purpose is in different books. Your page looks kind of like mine did. There is a picture for each sentence that shows what an author may have wanted to teach or tell about—see here is a picture of some rocks, and here is a picture of animals making noises. For each book, draw a line from the book to the sentence that tells the author’s purpose.</p>

	<p>“You can work with a partner to discuss the author’s purpose for each book before making your selection. I will be coming around to help you and check on your progress.”</p> <p><b>Circulate among students. Explain the options from the student journal, as needed, and discuss students’ choices with them. It may help to have the books available for students to flip through.</b></p> <p><b>Once students complete their journals, you could display additional pairs of familiar books and ask students to briefly state the author’s purpose. You could provide the following sentence starters:</b></p> <ul style="list-style-type: none"><li>• [He/she] wrote this book to teach about ____.</li><li>• [He/she] wrote this book to tell ____.</li></ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b></p> <p>“When you are reading at home or at school, stop and tell the reader what you think the author’s purpose is. When you think about the author’s purpose, it is another way to help you understand what you read and hear. Let’s look at some of the books that we like to read in our classroom and name the author’s purpose for writing the book...” <b>(display classroom favorites and ask students to name the author’s purpose)</b></p>

## Why the author wrote the book...

To teach us about

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Homes of  
Living Things

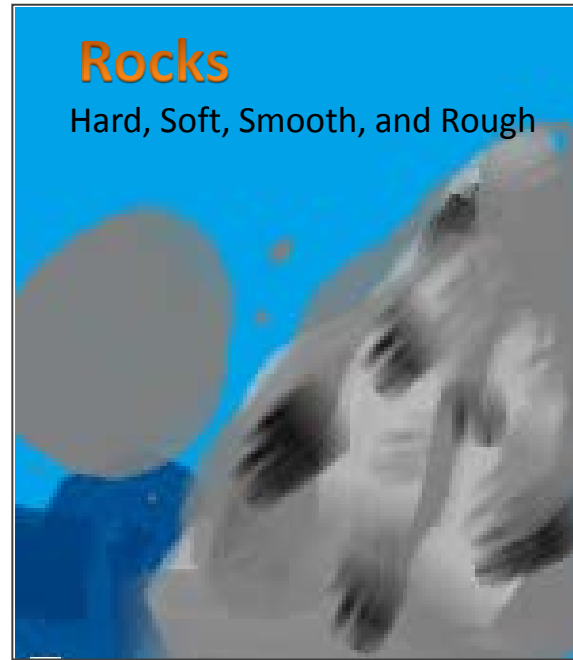


To teach us about

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Rocks

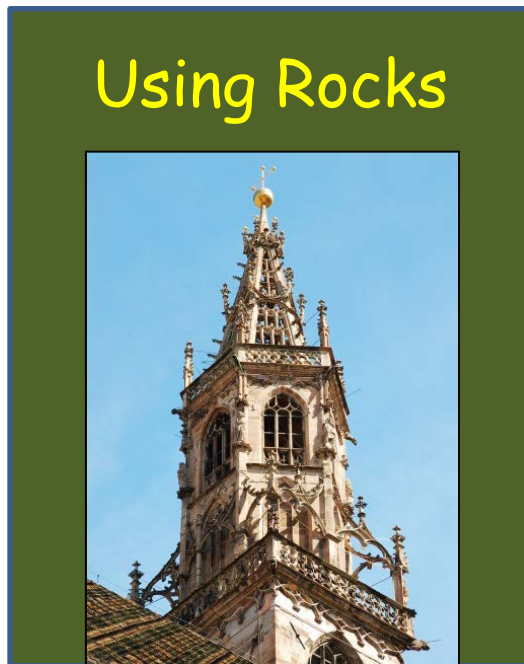
Hard, Soft, Smooth, and Rough



## Why the author wrote the book...

To teach us about

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To teach us about

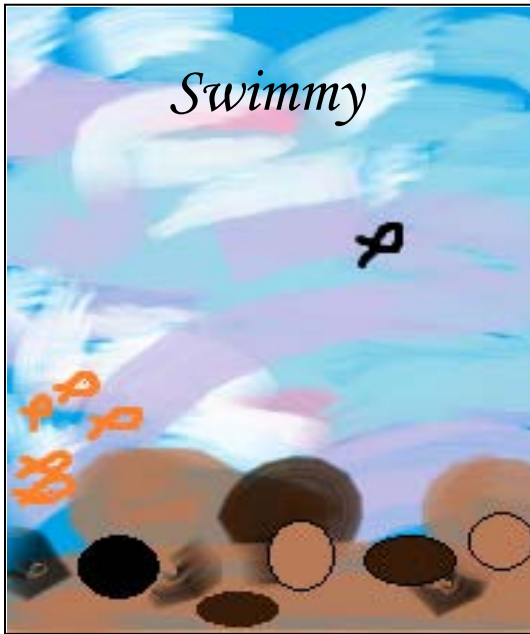
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## Why the author wrote the book...

To tell

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To teach us about

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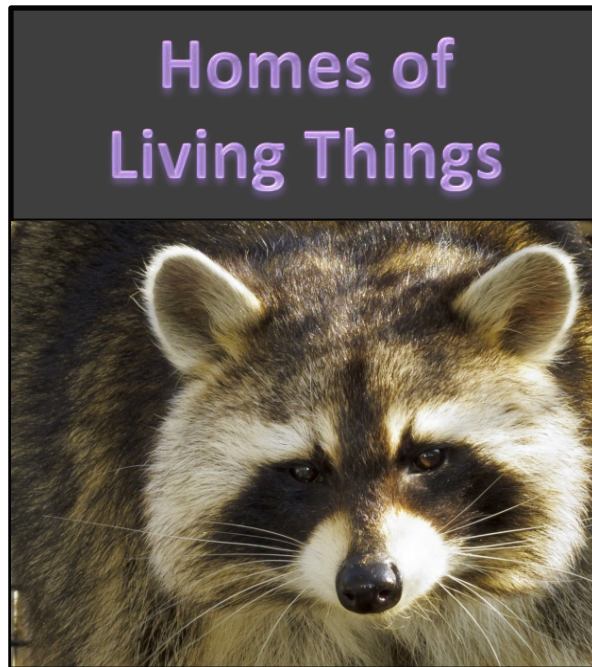
## Why the author wrote the book...

To teach us about  
**rocks**

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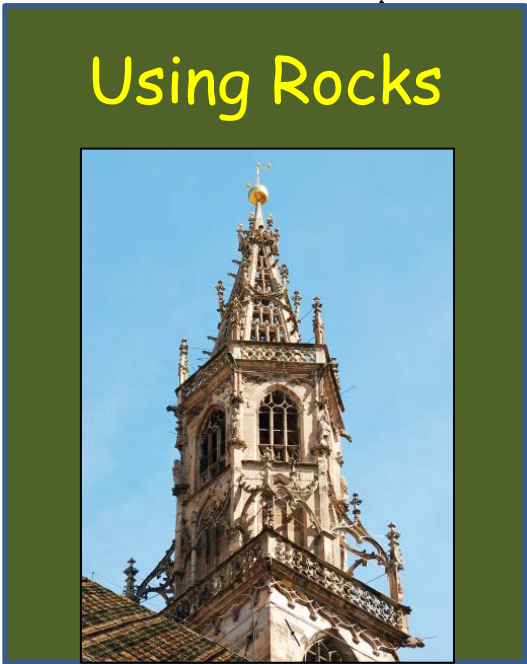
To teach us about  
**animal homes**

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# Why the author wrote the book...

To teach us about  
rocks



To teach us about  
animal habitats



## Why the author wrote the book...

To teach us about  
**rocks**



To tell  
the story of a fish





## Why the author wrote the book...

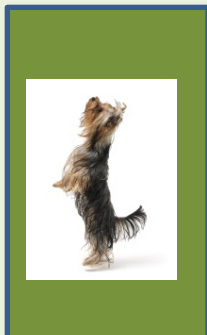
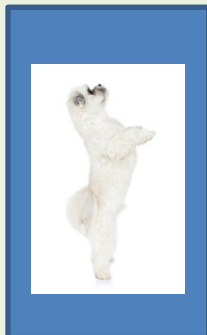
To tell a story about a \_\_\_\_\_



To teach us about \_\_\_\_\_



**Harry**  
the Dirty Dog



**Animal Habitats**



## Why the author wrote the book...

To teach us about \_\_\_\_\_



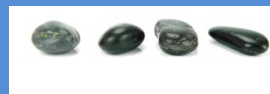
To teach us about \_\_\_\_\_



**Loud** and Quiet



**Rocks!**  
**Rocks!**  
**Rocks!**



## Why the author wrote the book...

To tell a story about a



Muncha!  
Muncha! Muncha!

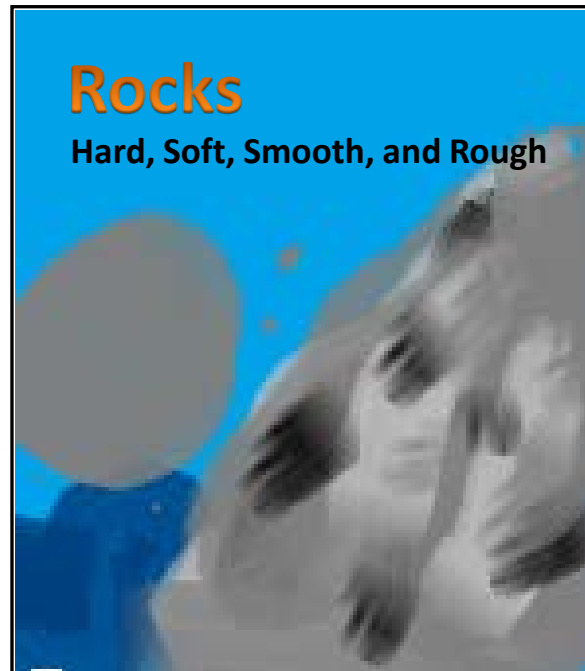


To teach us about



**Rocks**

Hard, Soft, Smooth, and Rough



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 12
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Define target <b>vocabulary</b> words.</li> <li>Use target <b>vocabulary</b> words in spoken or dictated texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Yarn or tape</li> <li>Blank paper and chart paper</li> <li><b>Pebbles</b> and rocks</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li><b>Trail</b> map for Lesson #12</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Use yarn or tape to make a trail around the classroom. During the You Do routine, small groups will take a Words to Know walk on the <b>trail</b>. Designate 'stops' along the <b>trail</b>, and hang up blank paper 'signs' as trail markers. At each stop, have students tell you what Words to Know to write on the sign based on what they see there. You could make the following stops on your trail: <ul style="list-style-type: none"> <li><b>vocabulary:</b> Hang Words to Know or other <b>vocabulary</b> words on the wall or write them on chart paper. Students could tell you what the words mean. (<b>vocabulary</b>)</li> <li><b>pebbles:</b> Place <b>pebbles</b> on the floor along the trail. Students can dictate a list of <b>describing</b> words about the <b>pebbles</b>. (<b>pebbles</b>)</li> <li><b>trail:</b> Place an arrow on the floor that points to the <b>trail</b>. Students can define trail. (<b>trail</b>)</li> <li><b>classify:</b> Set up rocks for students to <b>classify</b>. Have them explain what features they used to <b>classify</b> them, or how they grouped them 'by kind.'</li> </ul> </li> <li>The I Do/We Do segments are combined in this lesson.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>trail:</b> A marked path, especially through a wilderness area</li> <li><b>pebble:</b> A small rounded stone</li> <li><b>classify:</b> To group by kind</li> <li><b>vocabulary:</b> Words and their meanings</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "I came home from the store one day and told my kids they got to <i>select</i> their favorite meal. They weren't sure what <i>select</i> meant, but then I showed them pizza and lasagna. They realized I was letting them choose, so they figured out that the word <i>select</i> means 'to choose.' It's important to understand words and what they mean so we can use them when we talk and understand them when we hear them. Good readers study words to help them understand what they read and hear. Today we are going to learn the definitions of four new Words to Know—<b>trail, pebble, classify, and vocabulary.</b>"</p>	
<b>I Do/ WE Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  "Our first word today is <b>vocabulary</b>. (<b>show the vocabulary picture card</b>) See these kids? They are thinking of words. <b>Vocabulary</b> means 'words and their meanings.'</p>	



- **(show Rocks! Rocks! Rocks!, twenty-seventh page; begins ‘Buddy sorted them’)** On this page, you can see the **vocabulary** Buddy used to **describe** these rocks. Buddy used the **vocabulary** *line designs, shapes, bumpy, and smooth* to **classify** and **describe** rocks. He used those words!
- Sometimes my teacher uses **vocabulary** I don’t understand. I have to ask someone or look up the words to find their meanings.
- Point to **vocabulary** words we have posted in our classroom... Our Words to Know are **vocabulary** words.

Let’s say **vocabulary** together: **vocabulary**. **Vocabulary** means ‘words and their meanings.’

**(trail)**

“Now let’s talk about the word **trail**. **(show trail picture card)** The **trail** on this card winds through some pretty trees. A **trail** is a marked path, especially through the wilderness.

- **(Rocks! Rocks! Rocks!, fifth page; begins ‘They studied the trail map’)** This page shows the **trail** map for the Blue Diamond Rock **Trail**. See how it winds around the area **(run finger along the trail)**
- We like to hike mountain **trails** in the summer time. The **trails** go up or around the mountains through the wilderness. It is less work walking down the **trails** than hiking up! I ride my bike on a bike **trail**. If you want to walk around a lake, often you can follow a **trail**.
- **(display the trail map for Lesson #12)** We have our own **trail** map that we are going to label today. There is a sign at the beginning of our **trail**. What do you think we should write here to label our **trail**? **(prompt students to suggest a name that includes trail; such as rock trail, hiking trail, walking trail, and so on; label the map)**

Let’s say **trail** together: **trail**. **Trail** means ‘a marked path, especially through the wilderness.’

**(pebble)**

“Our next word is **pebble**. We’ve already talked about **pebbles** when we **classify** rocks. **(show picture card)** Do these look like **pebbles**? Why? ... A **pebble** is a small, rounded stone.

- **(Rocks! Rocks! Rocks!, tenth page; begins ‘Mama explained...’)** On this page, Buddy’s mom is explaining that rocks can break down over time. They can wear away into smaller and smaller pieces. Where are the **pebbles** on this page? **(pause for response)** The small rocks by Buddy on this page are **pebbles**, right?
- It’s fun to throw **pebbles** into the water. We use **pebbles** as markers when we play hopscotch. Walking on **pebbles** at the beach hurts my feet.”
- **(display trail map)** Is there anywhere on our map that we need to add the word **pebbles**?

Let’s say **pebble** together: **pebble**. **Pebble** means ‘a small, rounded stone.’

**(classify)**

“Our last Word to Know for today is **classify**. We’ve talked about this word too, because we have been **classifying** rocks! **(show picture card)** See how these rocks are sorted and grouped? **Classify** means ‘to group by kind.’ How can you tell the rocks in this picture are grouped *by kind*?

- **(Rocks! Rocks! Rocks!, twentieth page; begins ‘These are igneous rocks’)** On this page, Roxie the ranger **classifies** these as igneous rocks.
- Insect collectors **classify** the bugs they **collect**. I **classify** the books in our classroom. My mom **classifies** the chores we need to do at home. Let’s say **classify** together.”
- **(display trail map)** On our map, do you see a place where rocks are **classified**? How should we label that on our map?

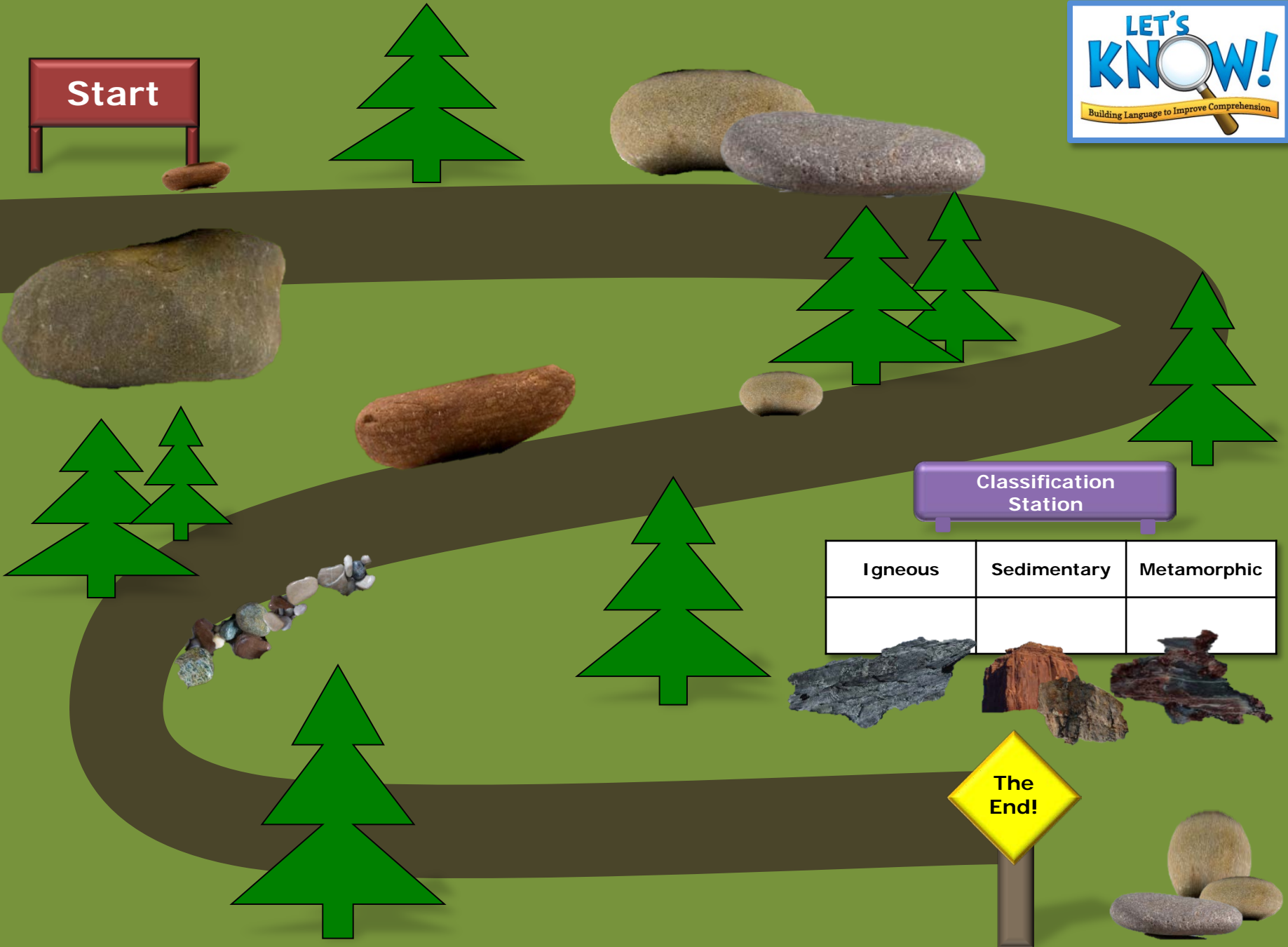
Say **classify** with me: **classify**. **Classify** means ‘to group by kind.’”

**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.**

**Have students do a ‘trail walk’ to show their understanding of the Words to Know. Set up your trail following the guidelines under Special Instructions.**

<p><b>YOU DO</b></p>	<p><b>You could say:</b>          “Let’s practice our four new Words to Know and their definitions. We have our own <b>trail</b> to walk on today. When you get to each stop on the <b>trail</b>, I will ask you to tell me what <b>vocabulary</b> words we should use to label the <b>trail</b>. There will also be <b>pebbles</b> for you to <b>describe</b>, and rocks to <b>classify</b> along the way.”</p> <p><b>Divide students into small groups. Have each small group dictate their sign labels to you. They may work without your supervision at the stops once they dictate the words so you can help other groups. Encourage students to use the Words to Know and good describing words as they work on the rock classifying and pebbles activities.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Practicing saying our <b>vocabulary</b> words and what they mean will help us know them really well. When we learn new words, we understand them when we read or hear them. Good readers learn and use new words. When you’re at home, practice using our new <b>vocabulary</b> words and tell your family what the words mean. Let’s review our four new Words to Know...”</p> <p><b>(elicit reponses)</b></p> <ul style="list-style-type: none"> <li>• Does <b>vocabulary</b> mean ‘words and their meanings’ or ‘stones’?</li> <li>• Does <b>classify</b> mean ‘group by kind’ or ‘<b>press</b> down’?</li> <li>• Is a <b>trail</b> a path or a <b>pebble</b>?</li> <li>• Is a <b>pebble</b> a large stone or a small stone?”</li> </ul>

**Start**



**Classification Station**

Igneous	Sedimentary	Metamorphic



**The End!**





## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use complex sentences of these types: reported speech, infinitive clauses, and compound clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Sort target <b>vocabulary</b> words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Communicate information from a text through drawing.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks: Hard, Smooth, Soft, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Rocks Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Gems, jewelry, rocks, and so on</li> <li>Other props (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Blank paper or sentence strips</li> <li>Writing utensils</li> <li>Butcher paper (cutout or outline of a boulder)</li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Stuffed or plastic cat</li> <li>Any list of <b>vocabulary</b> words</li> <li>Spinners (bottles filled with sand)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Drawing paper (1 per student)</li> <li>Drawing of a gem</li> <li>Writing utensils</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Related words pictures for Lesson #15</li> <li>Word webs (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use complex sentences of these types: reported speech, infinitive clauses, and compound clauses.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Recasting</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks: Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Gems, jewelry, rocks, and so on</li> <li>Other props (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Bring in rock, gems, jewelry and so on for students to talk about during the role play activity.</li> <li>You could also prepare other props to enhance these activities. Signs designating various rocks and gems, display accessories, or tags/badges that designate buyers and sellers may support students as they act out their roles.</li> </ul> </li> <li>This lesson is designed to provide students practice with using complex sentences in the form of reported speech. A complex sentence is a sentence with at least two clauses, in which one is dependent on the other.</li> <li>This lesson will also prepare students to think about possible dialogue of buyers and sellers at a rock and gem show, which will help them during the Close lesson. The teacher journal provides examples of dialogue at a rock and gem show.</li> <li>If possible, use a document camera to display the book or sit near students so they can clearly see the examples from the texts.</li> <li><i>Save the teacher journal for use in Lesson 24.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Raise your hand if you like to choose dramatic play, like the kitchen, when you pick your center for free choice time. Many of you like to play there and pretend you are another person or character. When you do that, you say the <i>dialogue</i>, or words, of the person you're pretending to be. At the end of our unit, we are going to have a rock and gem show. We're going to pretend to be exhibitors, sellers, or customers at the rock and gem show. Today we're going to practice saying the dialogue of buyers and sellers at a show. We will practice using longer sentences as we report what other people say. This will help us become good listeners so we can better understand what we hear when we talk to people and what authors and characters say in books."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Use the lesson texts to model saying 'dialogue' of people pictured in the books. You could say: (read <u>Rocks: Hard, Soft, Smooth, and Rough</u>, pp. 4–5)</b> "The book doesn't tell us what the boy and girl on these pages said, but I can imagine what they might say. I think the girl said, 'This rock is heavy, but I can put it in my wagon.' When I look at the picture of the boy and think about the words on this page, I think he said, 'This rock looks like granite.' When we report what someone says, we need to use longer sentences—we need to start with 'He said,' 'She said,' 'The buyer said,' or something like that. Listen to my sentences again..."</p>	

	<ul style="list-style-type: none"> <li>• <i>The girl said, "This rock is heavy, but I can put it in my wagon."</i></li> <li>• <i>The boy said, "This rock looks like granite."</i></li> </ul> <p><b>(read <u>Rocks: Hard, Soft, Smooth, and Rough</u>, pp. 8–9)</b> "Here the boy or girl is holding some rocks and gems. I think the girl said, 'I'm going to take these rocks home and put them in my collection.' On this page I see colorful and beautiful gems. I think the boy said, 'My mom would love to have these jewels.'</p> <p><b>(display Teacher Journal Lesson #13)</b> "Here is a picture of an exhibitor at a rock and gem show. An <i>exhibitor</i> is someone who shows their collections to other people. This exhibitor is showing some of her gems. Let's think about what she might say to the other woman, the customer. I'll remember to make my sentence longer and start with 'She said.'</p> <ul style="list-style-type: none"> <li>• She said, 'Would you like to see a necklace?'</li> <li>• She said, 'Are you ready to look at a gem?' <b>(you could fill this in on the teacher journal)</b></li> </ul> <p>Think about things you say if you are going to the store and you might want to look at something to buy. That will help you think about what the buyers and sellers at the show might say. Then, when you report what the person said, you should start your sentence with 'He said,' or 'She said.'"</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Guide students as they practice thinking of dialogue using the lesson texts and forming sentences. Leave the teacher journal displayed to represent a buyer and seller, and point to the speech bubbles to prompt students, as needed.</b></p> <p><b>You could say:</b>  <b>(Using Rocks, p. 21)</b> "A seller at a rock and gem show might have this fancy necklace. I think the seller said, 'Would you like to try this necklace on?' Turn to your partner and tell them what the person trying on the necklace said. Remember to make a longer sentence and start it with 'She said.'  <b>(allow brief talk time; then ask volunteers to share their responses; expand upon or recast their sentences as needed)</b></p> <p><b>(Using Rocks, p. 6)</b> "Imagine that these gems are at the show. What do you think the seller might say to a customer? I think she said, 'Would you like to look at these minerals?' Tell your partner what else the seller could have said. Start with 'She said.'  <b>(allow brief talk time; then ask volunteers to share their responses; expand upon or recast their sentences as needed)</b> Now we can think about what the buyer said. I think she said, 'I would like to buy this green gem.' Tell your partner what you think the buyer said to the seller. <b>(repeat sharing process)</b> Good ideas!"</p> <p><b>Now, use rocks, gems, jewelry, or other props to act out a complete dialogue exchange. Leave teacher journal, p. 2 displayed as a reference—you can fill in the buyer dialogue. You could say:</b>  "Let's practice using longer sentences to report what buyers and sellers say to each other. I will be the seller and [Student X], you can be the buyer. Everyone, listen carefully to our dialogue because you're going to tell your partners what we said. <b>(display some wares and role play with student)</b></p> <ul style="list-style-type: none"> <li>• <b>SELLER (you):</b> Would you like to see these rocks?</li> <li>• <b>BUYER (have student say):</b> I would like to see a blue necklace.</li> </ul> <p>Now report what I said, as a seller, to your partner. Then, the other partner can report what [Student X]—the buyer—said. Both partners should remember to use longer sentences and start with '[She] said.'"</p> <p><b>Circulate the room to monitor students exchanges, guiding them and recasting their sentences as needed. If students demonstrate understanding, you could have them make up a new dialogue exchange with their partner.</b></p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p>

	<p><b>Divide students into groups of four. Set up or distribute rocks, gems, jewelry, and other props.</b></p> <p><b>You could say:</b></p> <p>“Now you will work in your group to practice using longer sentences. In each group, two people are designated as the buyer and the seller. The other two people are the reporters. The buyer and the seller will pretend to be at the rock and gem show. Use your [rocks, gems, and props] to talk to each other about what you are selling or what you want to buy, like we just did together. After the buyers and sellers finish talking, the reporters have to tell the group what the buyers and sellers said. Remember to report using longer sentences that start with ‘He said,’ ‘She said,’ ‘The buyer said,’ or ‘The seller said.’ I’ll be coming around to listen to your sentences.”</p> <p><b>Circulate among students, providing support and feedback. Help students revise their sentences as needed.</b></p> <p><b>If students are struggling, you could provide sentence starters or sentence frames for the buyer and seller. For example:</b></p> <ul style="list-style-type: none"> <li>• Do you want to see ____?</li> <li>• I want to look at ____?</li> <li>• I have a ____ to show you.</li> <li>• I want to buy the ____.’</li> </ul> <p><b>Help the reporters restate the resulting sentences using ‘He said’ or ‘She said.’</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b></p> <p>“Good readers and listeners use longer sentences to report what people, authors, and characters say to help them understand what they hear and read. When you want to explain a character in a story or what you think someone said in a book, you can tell your listener using a longer sentence that starts with, ‘He said’ or ‘She said.’ Let’s say some longer sentences we practiced today.</p> <p><b>(display teacher journal and elicit responses)</b></p> <ul style="list-style-type: none"> <li>• Tell me something the buyer said at the show. Start with, ‘She said.’</li> <li>• Now tell me something the seller said.</li> <li>• <b>(<u>Rocks: Hard, Soft, Smooth, and Rough</u>, p. 5)</b> Tell me something the boy said. Start with, ‘He said.’</li> </ul> <p>I am excited to hear you use longer sentences to report what buyers and sellers say when we have our rock and gem show. Great job today!”</p>

She said, "Would you like to see a necklace?"



She said,  
"  
\_\_\_\_\_  
\_\_\_\_\_"





She said, "Would you like to see these rocks?"



She said,  
"  
\_\_\_\_\_  
\_\_\_\_\_. "



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks: Hard, Smooth, Soft, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURES FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Blank paper or sentence strips</li> <li>Writing utensils</li> <li>Butcher paper (cutout or outline of a boulder)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Using butcher paper or chart paper, cut out the shape of a large boulder or draw the outline on the paper. Place the boulder in the middle of your circle or carpet area.</li> <li>Cut blank paper into strips on which you can write main ideas, or use sentence strips.</li> </ul> </li> <li>During this lesson, you will indicate main (big) ideas from the texts by writing them down and placing them on the <i>big</i> boulder. Students can write or copy the first letter, the first few letters, or an entire word(s) to signify the main idea before adding it to the boulder.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #5: VOCABULARY, TRAIL, PEBBLE, CLASSIFY</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "After you go see a movie you really enjoy, often you want to tell someone else about it in case they might want to see it. It would take a long time to tell them everything that happened in the movie, so you tell the most important information—the <i>main idea</i>. That gives them enough information to decide if they might want to see it. In a book or story, the main idea is the most important information the author is telling us. When we understand the most important information, we will understand what we read and hear. Today we're going to practice finding the main idea in sections of our books."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Using the lesson texts, model finding the main ideas of the indicated selections. Write the main ideas on strips of paper, and place them on the boulder. You could say:</b>  <b>(read <u>Rocks: Hard, Soft, Smooth, and Rough</u>, pp. 8–9)</b> "Now I will look for clues to help me find the main idea for these pages. There is no heading or title for these two pages. But there is a word that I read three times—<i>minerals</i>. The text says that specks or stripes in rocks are different kinds of minerals, and some minerals are carved into colorful gems. I think the main idea for this section of the book is <i>minerals</i>."</p>	

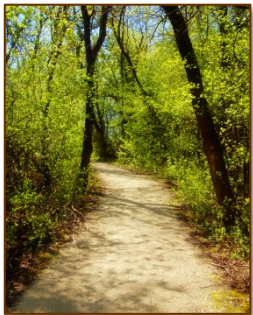
	<p>“If I wanted to put a title or heading on these pages, I would write <i>minerals</i>. I will write that on this paper, and then I will put it on our boulder. A boulder is a BIG rock, and it will help us remember that the main idea is the BIG idea in a book or in a section of a book.</p> <p><b>(read pp. 10–11)</b> “Think about the clues that help us decide what the main idea is. There are a few words that we hear over and over: <i>bubble</i>, <i>cool</i>, and <i>igneous</i>. The title or header of this section is written in bold, large letters: <b>(point out header)</b> <i>Igneous Rocks</i>. The pictures show two igneous rocks and a volcano where igneous rocks can form. Now I have two choices to pick from to decide the main idea. Is the main idea #1—<i>minerals</i>, or is the main idea #2—<i>igneous rocks</i>? I think the clues tell me the main idea is <i>igneous rocks</i>. So I will write <i>igneous rocks</i> on a paper and put it on our bolder that stands for main ideas.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Pass out paper strips. Practice finding the main idea, prompting participation from students.</b></p> <p><b>You could say:</b>  <b>(read <u>Rocks: Hard, Soft, Smooth, and Rough</u>, pp. 12–13)</b> “Let’s work together to find the main idea on these two pages. First, give your partner a thumbs-up if there is a title or heading for these two pages... Good! The heading is <i>Sedimentary Rocks</i>. Tell your partner what word in the heading we heard over and over in the text. <b>(allow brief talk time)</b> What word did you hear? I see <i>sediment</i> or <i>sedimentary</i> four times in these paragraphs and one time in the fun fact at the bottom of the page. Tell your partner what kind of rock you think is in <b>layers</b> in the picture on this page. <b>(allow brief talk time)</b> What should I write for the main idea for these two pages? <b>(pause for response)</b> Good thinking. <i>Sedimentary rocks</i>. Now you can write the first letters of the main idea: <i>s-e-d-</i> <b>(give students time to write)</b> and come and put the main idea on our big boulder.</p> <p><b>(read pp. 18–19)</b> “After reading these pages, tell your partner if you think the main idea is #1—<i>gems</i> or #2—<i>metamorphic rocks</i>. <b>(pause to allow brief talk time)</b> Tell your partner what word you heard on each page (<b><i>metamorphic</i></b>) that was a clue about the main idea. <b>(pause)</b> Tell your partner what kind of rock is pictured on the page. <b>(pause)</b> Tell your partner what the heading is for these two pages. <b>(pause)</b> Do you think <i>metamorphic rocks</i> is the main idea? Write the first letters of the main idea: <i>m-e-t.</i> <b>(give students time to write)</b> Now let’s put our main ideas on our big boulder.”</p> <p><b>Provide further examples if students need more guided practice in finding the main idea.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups; have one group member write the main idea for each selection and bring it to the boulder. You could say:</b>  “Now you will listen for clues and decide what the main idea is with your group. One group member can write each main idea on a piece of paper and add it to our big boulder.</p> <ol style="list-style-type: none"> <li>1) <b>(Using Rocks, pp. 18–21)</b> Is the main idea #1—<i>using rocks</i>, or #2—<i>how rocks form</i>? Discuss the clues with your group, and write your main idea. One person can bring it to our boulder.</li> <li>2) <b>(Rocks! Rocks! Rocks!, seventh page; begins, “Rock Stop One”)</b> Is the main idea #1—<i>metamorphic rock</i> or #2—<i>bedrock</i>? Discuss the clues with your group and write the main idea; then add your main idea to our boulder.</li> <li>3) <b>(Using Rocks, pp. 6–7)</b> What is the main idea on these two pages? Is it #1—<i>minerals</i> or #2—<i>volcanoes</i>? Discuss with your partners a clue word that is repeated four times on these pages...</li> <li>4) <b>(Using Rocks, p. 8)</b> Use the clues of the picture, a key word that is repeated, and a heading to help you decide if the main idea is #1—<i>rock trails</i> or #2—<i>magma</i>. Discuss why you think that’s the main idea...</li> </ol>

	<p>5) <b>(Rocks: Hard, Soft, Smooth, and Rough, p. 20)</b> Show me, by holding up 1 or 2 fingers, if the main idea is #1—<i>igneous rocks</i> or #2—<i>rocks are all around you</i>. Show your group a thumbs-up if this paragraph has a heading or title... Let's count together how many times the word <i>rocks</i> occurs in this paragraph. <b>(count with students)</b> Write the letters <i>r-o-c-k-s</i> and add your main idea to the boulder."</p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  "Let's review clues that help us find the main ideas today...  <b>(have students fill in the missing words)</b></p> <ol style="list-style-type: none"> <li>1) We can listen for a w_____ that is repeated. <b>(word)</b></li> <li>2) We can look for bold, large letters in the _____. <b>(title or heading)</b></li> <li>3) We can look at the p_____. <b>(pictures)</b></li> </ol> <p>These clues help us decide what the most important information is in the section or on the page we're reading. What is the most important information called? <b>(pause for response)</b> The <i>main idea</i>! Good job. Good readers think about the main ideas in a book because it helps us understand what we read and hear. When you read at home, pay attention to the clues that will help you find the main idea. Then stop and tell the reader what you think the main idea is in the section of the book you are reading."</p>

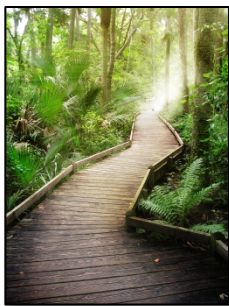
LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> We can <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Sort target <b>vocabulary</b> words into semantic categories.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Rocks Hard, Soft, Smooth, and Rough</u> by Natalie M. Rosinsky</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> <li>Stuffed or plastic cat</li> <li>Any list of <b>vocabulary</b> words</li> <li>Spinners (bottles filled with sand)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Related word pictures for Lesson #15</li> <li>Word webs (optional)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Bring in 4–5 plastic bottles and fill them with sand to make game spinners—each small group will need one game spinner.</li> <li>The book pages listed in the lesson routines provide context for the Words to Know; use sticky notes to mark these pages for easy reference. You can also use other contexts to review the words.</li> <li>Cut out the related words pictures for Lesson #15 prior to the lesson to save time.</li> <li>If using the print version of the teacher journal, you may want to cut out and prepare the images to place them on word webs.</li> </ul> </li> <li>For the You Do activity, students will spin a spinner (plastic bottle filled with sand) to select a related word. Lay the Vocabulary Picture Card for each word on the floor with the related words pictures around it in a web shape. Each student in the group will take a turn spinning the spinner and explaining why the word they land on is related to the target word. Rotate groups to another web after each student has had a turn.</li> <li>Think aloud to share your thinking about why words are related as you model filling in the word webs. Encourage students to think of other words that might be related to the Words to Know and to explain why.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>vocabulary:</b> Words and their meanings</li> <li><b>trail:</b> A marked path, especially through a wilderness area</li> <li><b>pebble:</b> A small rounded stone</li> <li><b>classify:</b> To group by kind</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>vocabulary:</b> (synonyms) <i>words</i>; (examples) <i>describe, layer, press</i>, [other <b>vocabulary</b> in your classroom]</li> <li><b>trail:</b> (synonyms) <i>path, track, passage, road</i>; (types) <i>bike path, walking trail, mountain trail</i></li> <li><b>pebble:</b> (synonyms) <i>stone, rock, gravel</i>; (features) <i>round, smooth, tiny</i></li> <li><b>classify:</b> (synonyms) <i>group, sort, organize, order</i></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  <b>(Hold up stuffed cat)</b> "Let's see how many words we can think of for this animal. Yes, we can call it a <i>cat, a kitten, a kitty, a kitty cat, a pussy cat</i>—even a <i>feline</i>. Wow, that is a lot of words to name one animal! Words are fun to learn about because you can do so many things with them. One word can mean different things, and many words can mean about the same thing.</p>	

	<p>“Today we’re going to talk about how words are related to or go with our words <b>trail</b>, <b>pebble</b>, <b>vocabulary</b>, and <b>classify</b>. The more we know about words, the better we understand them when we read them and hear them.”</p>
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Model generating related words to add to a word web. Display the teacher journal digitally, or add the pictures from the print journal to a blank word web.</b></p> <p><b>(Rocks! Rocks! Rocks!, fifth page; begins “They studied the trail map”)</b> “Let’s start today with the word <b>trail</b>. This page says they studied the <b>trail</b> map. A <b>trail</b> is a marked path, especially through a wilderness area. See the <b>trail</b> on the map? <b>(follow trail with finger)</b> We like to hike mountain <b>trails</b> in the summer time. Let’s say the word <b>trail</b> together: <b>trail</b>.</p> <p>“Here is our word web for the word <b>trail</b>. <b>(demonstrate adding words/pictures to a web)</b></p> <ul style="list-style-type: none"> <li>• I will write <b>trail</b> in the middle of the web...</li> <li>• Now I’m going to think of other words I know that go with the word <b>trail</b>. I’m going to write <i>path</i> because <b>trail</b> and <i>path</i> mean about the same thing. A <b>trail</b> is a marked <i>path</i>.</li> </ul> <p><b>(you can add other related words or pictures to the web and discuss why they are related; see suggestions under Special Instructions)</b></p> <p><b>(pebble)</b>  <b>(Using Rocks, p. 12)</b> “This page says says that wind and water break big rocks into smaller pieces of rocks and <b>pebbles</b>. <b>Pebbles</b> are small rounded stones. Walking on <b>pebbles</b> at the beach hurts my feet. Let’s all say the word <b>pebble</b>: <b>pebble</b>.</p> <p>“Here is our word web for the word <b>pebble</b>. <b>(demonstrate adding words/pictures to the web)</b></p> <ul style="list-style-type: none"> <li>• I will write <b>pebble</b> in the middle of the web...</li> <li>• I will add <i>stone</i> to the web. <i>Stone</i> is another word that means about the same thing as <b>pebble</b>.”</li> </ul> <p><b>(add other related words or pictures to the web and discuss why they are related)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Create webs with students for vocabulary and classify. Think aloud about how words are related to the Words to Know. After modeling one related word, ask students to brainstorm another.</b></p> <p><b>You could say:</b>  <b>(vocabulary)</b>  “Let’s talk about the next word—<b>vocabulary</b>. <b>(point out or project a list of vocabulary words)</b>  Here is a list of <b>vocabulary</b> words [we’ve been making to help us <b>describe</b> rocks]. <b>Vocabulary</b> means ‘words and their meanings.’ I’ve been listening to see if you use our new <b>vocabulary</b> words in the classroom. Say the word <b>vocabulary</b> with me: <b>vocabulary</b>.</p> <ul style="list-style-type: none"> <li>• I will write <b>vocabulary</b> in the middle of the web...</li> <li>• I will add <i>words</i> to our web. <i>Words</i> is another word that means <b>vocabulary</b> <b>(sketch or ask a student to add a picture to the web)</b></li> <li>• Can you think of another word to add to our web? <b>(guide students as they generate a related word)</b></li> </ul> <p><b>(classify)</b>  <b>(Rocks: Hard, Soft, Smooth, and Rough, p. 21)</b> “Our last word for today is <b>classify</b>. Here is a classification chart from our book. In this chart, the rocks are <b>classified</b> by what kind they are, by color, by what they feel like, and by how they are used. <b>Classify</b> means ‘to group by kind.’ After school we <b>classify</b> ourselves by who will ride the bus and who will be picked up in a car. Let’s say <b>classify</b>: <b>classify</b>.</p>

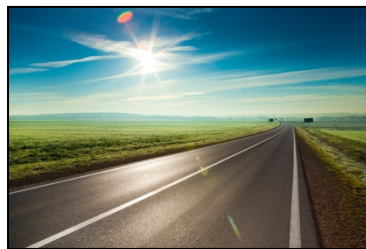
	<ul style="list-style-type: none"> <li>• Let's write <b>classify</b> in the middle of the web...</li> <li>• I will add the word <i>sort</i> to our web. <i>Sort</i> is a word that means about the same thing as <b>classify</b>. <i>Organize</i> is another word that goes with <b>classify</b>. When you <i>organize</i>, you group items together. Turn to your partner and say <i>organize</i>...</li> <li>• Does anyone want to suggest a related word to add to our web for <b>classify</b>?" (<b>guide students as they generate a related word</b>)</li> </ul>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups. Set one group up at each 'word web' you laid out.</b></p> <p><b>You could say:</b>  "Let's practice our four words and related words with a fun game. In your groups, you will have the Vocabulary Picture Card for one of the Words to Know laid in the middle of the floor. Pictures of related words are in a web around the Word to Know. Each person in your group gets a chance to spin the spinner bottle. After you spin, tell your group what related word the spinner points to and why it's related to the Word to Know. After everyone in your group has had a turn, we'll move groups so you can play the game with another Word to Know. I'll be coming around to listen to you tell your friends <i>why</i> your related word goes with your Word to Know."</p> <p><b>Circulate the room to monitor students and provide feedback. Make sure students are explaining to their group members <i>why</i> their words are related. Facilitate the transition to other stations once all groups are ready to move.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  "With our word webs today, we learned more about our Words to Know and words that go with them. Tell me a word that is related to..."  <b>(elicit responses)</b></p> <ul style="list-style-type: none"> <li>• <b>trail</b></li> <li>• <b>pebble</b></li> <li>• <b>classify</b></li> <li>• <b>vocabulary</b></li> </ul> <p>The more we learn about words and related words, the more we understand them when we hear or read them. If you think of a word that is related to one of our Words to Know, please come and get me. I will help you add it to our word webs of related words."</p>



**trail**



**path**



**road**



**bike path**



**vocabulary**



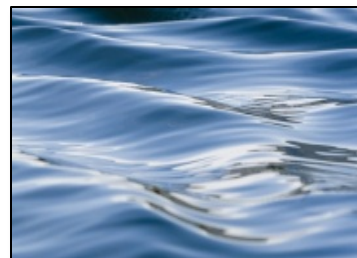
**pebble**



**stone**



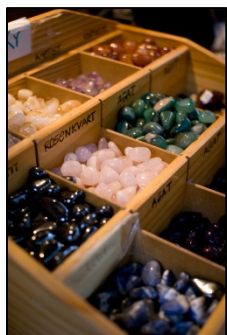
**boulder**



**smooth**



**words**



**classify**



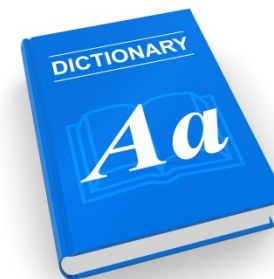
**sort**



**organize**

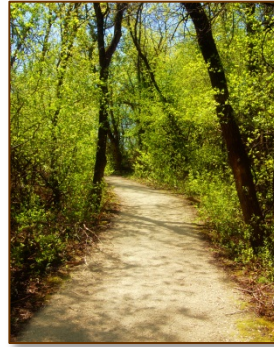


**group**

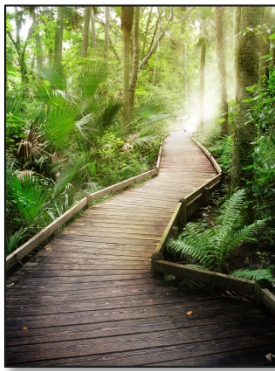


**dictionary**





**trail**



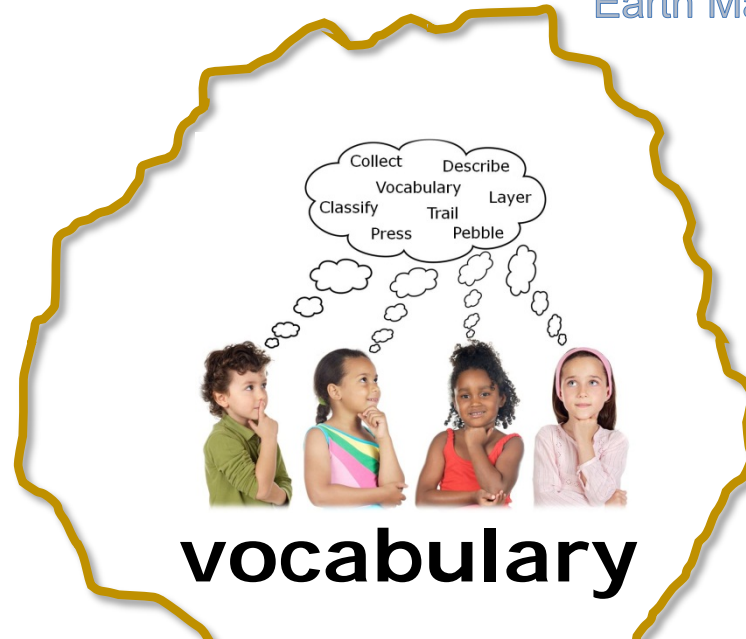
**path**



pebble



stone

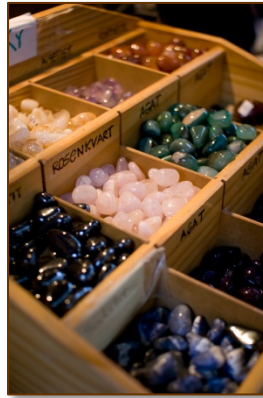


**vocabulary**



words





**classify**



**sort**

# Related Words Pictures

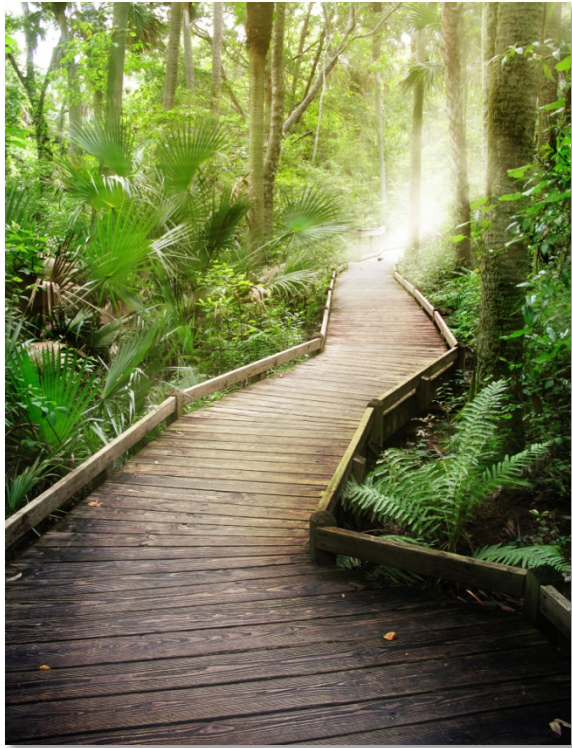
## Earth Materials – Lesson 15



trail



track

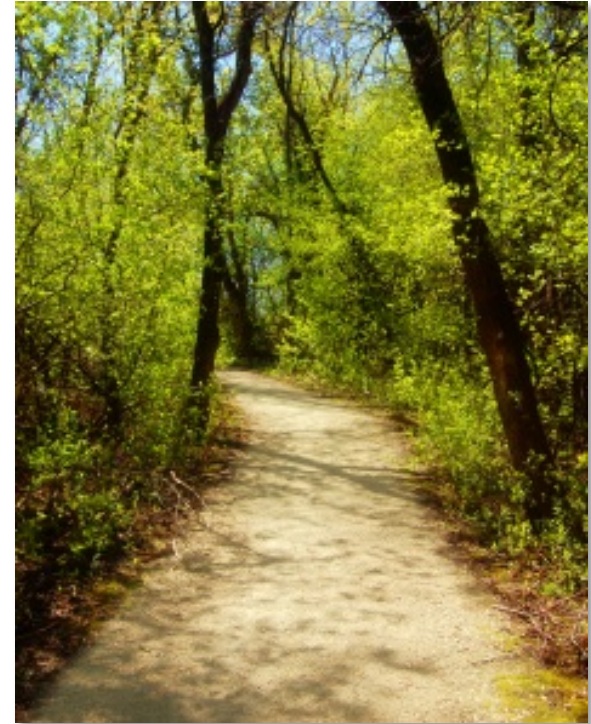


path

trail

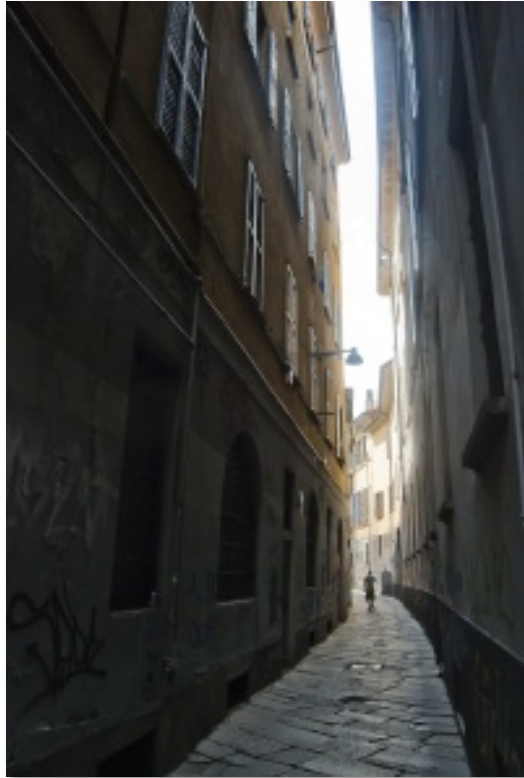


road



walking path

trail



passage



mountain  
path

trail



bike path



pebble



boulder



gravel

pebble



rock



round

pebble



stone



smooth

pebble



tiny

classify



group



order

classify



sort



organize

vocabulary



*trail*

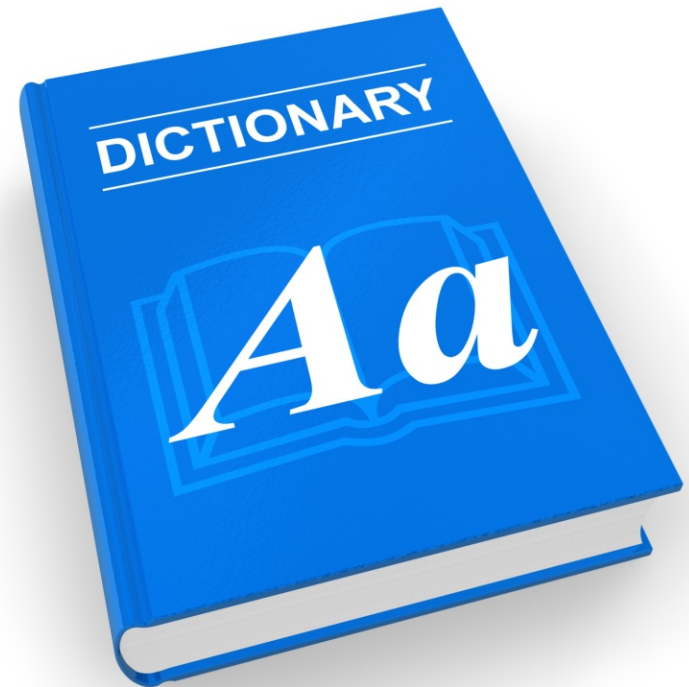


words

## vocabulary



definitions



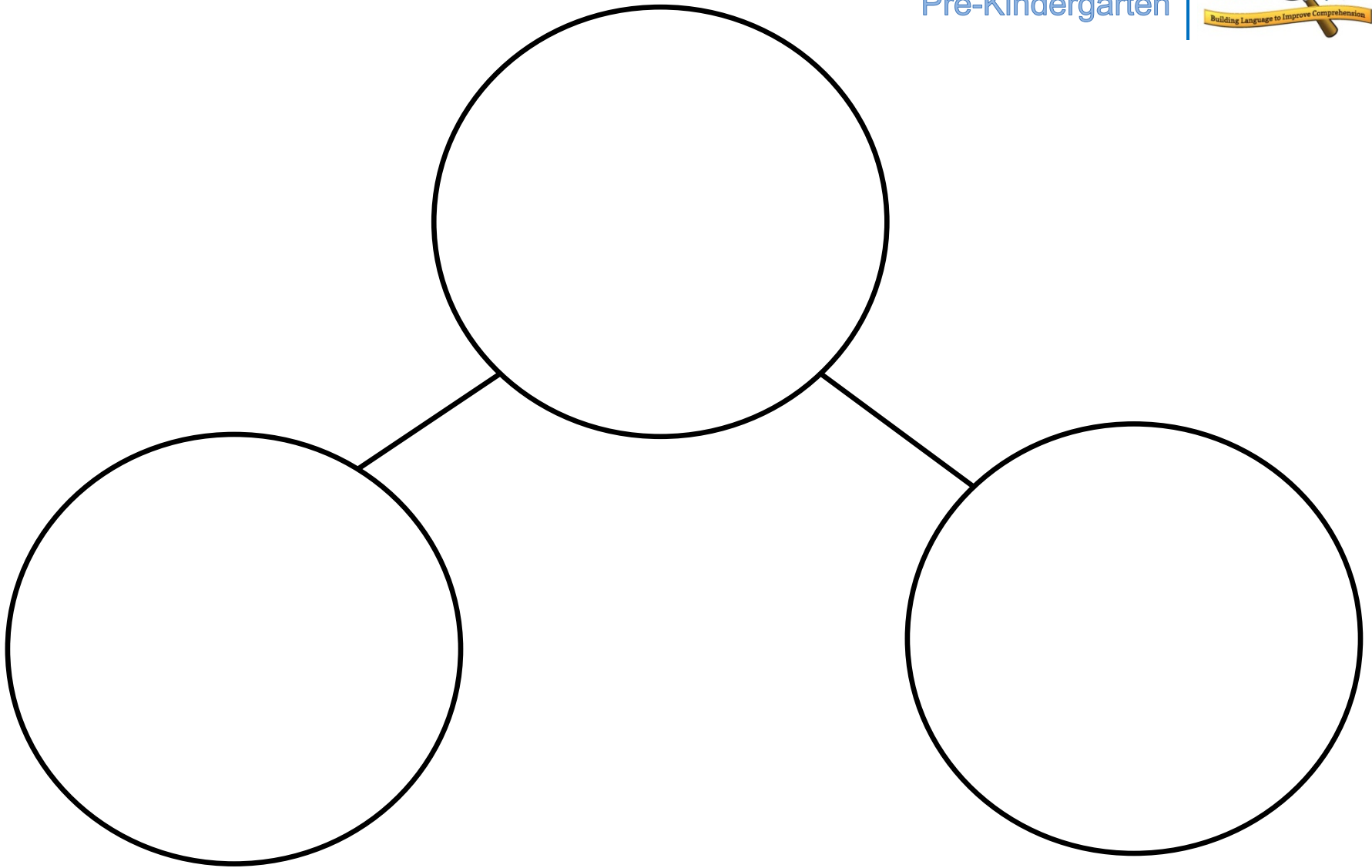
dictionary



vocabulary



*pebble*



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 16
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Communicate information from a text through drawing.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Drawing paper (1 per student)</li> <li>Drawing of a gem</li> <li>Writing utensils</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>Create a drawing of a gem from one of the texts to share as a model during the I Do routine.</li> </ul> </li> <li>For this lesson, students will select books to read independently and then draw a rock or gem from the book they read. Review the Read to Know expectations, as needed.</li> <li>The I Do/We Do routines are combined in this lesson.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #6: VOCABULARY, TRAIL, PEBBLE, CLASSIFY</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "My daughter went on a trip to England recently. I had never heard of the place she was going to, and I wanted to know what she would be seeing and what it would be like. I got on the internet to read about where she would be going. Then I shared what I learned with my husband so he would know about her trip, too. When we want to learn something new, we can find a book, an article, or an internet site to help us learn new information. Today we are going to read independently again. While you are reading today, I want you to look for a rock or gem that you would like to see at a rock and gem show. Then you're going to paint, color, or draw the rock or gem and <b>describe</b> it to a partner."</p>	
<b>I Do/ WE Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Review the expectations for Read to Know lessons and explain today's activity. You could say:</b>          "I want to review how we will work on our lesson today..."</p> <ul style="list-style-type: none"> <li>First, you will select a book you think looks really interesting.</li> <li>Next, each of us will take our book to some place comfortable in the room and look through it for about [10] minutes.</li> <li>Then, we each create a picture of a rock or gem from our book.</li> <li>Finally, we get to share our pictures with each other and <b>describe</b> the rock or gem we created."</li> </ul>	

	<p><b>To establish a goal for children’s reading, you could say:</b>          “I am going to look through our books to help me decide what I will read today. I’m going to pick this book that has gems and jewels on the cover because I want to learn about gems and how they’re used to make jewelry. We have art materials set out that we’ll use after we are done reading. We’ll each choose a rock or gem that we’ve learned about in our book and make a picture of it. Here’s a picture I drew of a gem I saw when I looked through a book earlier. <b>(show picture)</b> I will <b>describe</b> this gem as <i>[red, shiny, and sparkly]</i>.” <b>(model writing the description)</b></p> <p><b>Have students select their books and find a place to read. Allow them to engage with their texts for [10–15] minutes on their own.</b></p> <p><b>If students finish looking at one book, allow them to get up and select another text.</b></p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Pass out drawing paper to each student. You could say:</b>          “I saw people reading about lots of different rocks and gems. Now it’s your turn to create a picture of a rock or gem you’d like to see at our rock and gem show at the end of the unit. When you’re done drawing, tell your partner what you learned about the rock or gem you drew and <b>describe</b> it for them. Try to use good <b>describing</b> words. I will come around and write your description on your picture.”  <b>Circulate among students as they work. Support them as they describe their drawings to their partners. Write their dictated descriptions on their pictures.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “I learned about some new rocks and gems today because you shared what you learned from your books. We have lots of books to help us learn new information about rocks. When we share information we read with someone else, they learn something new, too. When you go home today, tell your family what you learned about rocks and gems. Tell them that we are going to use the information at our rock and gem show!”</p>



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information in the text to make, confirm, and revise predictions.</li> <li>Participate in conversations about topics in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze similarities, differences, and purposes across text structures, such as informational text and signs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace </li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul>	<ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace or books selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Blank paper and construction paper</li> <li>Markers, crayons, and writing utensils</li> <li>Tape or tacky putty</li> <li>Individual white boards and markers (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Blank paper</li> <li>Yarn or tape </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Variety of rocks and gems </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li>Teacher Journal Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li>Sorting cards for Lesson #20 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and information in the text to make, confirm, and revise predictions.</li> <li>• Participate in conversations about topics in the text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the lesson text. <ul style="list-style-type: none"> <li>○ Decide how much of the book you can read to keep the lesson at the appropriate length. Be sure to include the text that is critical to the objectives and skills of the lesson. This text does not include page numbers, so it may be helpful to flag the page numbers referenced in the lesson routines.</li> <li>○ Use sticky notes to mark pages on which you will model predicting or ask prediction questions.</li> <li>○ You could also mark possible questions for rich discussion; suggestions are provided in the lesson, but you could use others.</li> </ul> </li> <li>• During the I Do routine, review the Predicting technique. Remind children that they must use what they already know about the topic <i>and</i> new information, or clues, in the text to make an educated ‘guess.’ Remember to guide students to confirm or revise their predictions as they encounter new information.</li> <li>• The goal of rich discussion is to foster an extended discussion of topics from the text in which students have the opportunity to take multiple conversational turns. Facilitate a discussion dominated by student talk.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  “<i>At our house, we like to predict who is going to win the baseball games we watch on TV. We use the information we know about the teams that are playing, and then we listen to the announcer talk about the game and watch the teams warm up. We combine what we know about the teams with what we hear and see to make predictions, or guesses, about who will win. Today, we’re going to make predictions about our new book and then read to see if they are correct. Making smart guesses about the information in a book is a good way to make sure we are really thinking as we read. Predicting helps us understand what we read and hear.</i>”</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  “<i>Our new book today is titled <u>Rocks! Rocks! Rocks!</u> While we read today, I will be stopping to make predictions. I will think about what I know and use the information in the text—the words and the pictures—to make predictions. Then, as we read along, I will check to see if our predictions were right.</i>”</p>	

	<p><b>Model previewing the book by examining the cover, jacket flap, title, and dedication pages.</b>  <b>You could say:</b>  “I know from what I see and from the other rocks books we’ve read, that rocks are all around us. The ground underneath us is rock, too. When I look at the cover and first pages in our book, I think I can guess, or <i>predict</i>, what we’ll read about in this book. On the title page, I see that the bear has on big shoes, a backpack, and has a magnifying glass. I think this book is going to be about him studying rocks. Let’s be sure to check if my prediction was right or wrong as we read our book...</p> <p><b>(begin reading; stop on the third page, which begins, “They drove to the Nature Center”)</b> “I’m going to stop here to make a prediction. I know from some <b>trail</b> walks I’ve been on that they are marked to help you find and stay on the <b>trail</b>. The book says, ‘ “The Blue Diamond Trail,” said Mama.’ There is a picture on this page that shows a pile of rocks marked with a blue diamond. I think that is marking the Blue Diamond <b>Trail</b>, and that is the <b>trail</b> Buddy and his mama will take.</p> <p><b>(read the next two pages)</b> “I predicted correctly using what I know about <b>trails</b> and the words and pictures in the book. Mama and Buddy walked on the Blue Diamond <b>Trail</b>.”</p> <p><b>If necessary, provide further examples of making and confirming predictions before moving to the We Do segment.</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Guide students to make predictions about the text along with you. You could say:</b>  “Now I want you to help me make predictions and check to see if our predictions are right or wrong as we read...”</p> <p><b>(thirteenth page; begins “... they followed the Blue Diamond Trail”)</b> “Let’s looks at the sign and the words on this page. The sign says ‘What causes erosion? Can you guess?’ Remember on the last page we read, <i>erosion</i> means rocks wearing away, becoming smaller and smaller. So this is a prediction sign. It has pictures, and it’s asking you to look at the pictures and predict what causes erosion. I think that snow causes erosion, because I see snowflakes in one of the pictures. Give me a thumbs-up if you predict snow is a cause of rocks wearing away, and a thumbs-down is you think it’s not... What else do you predict causes erosion? Look at the pictures and tell your neighbor a cause of erosion. <b>(allow talk time and then have students share; after reading the pages, ask students to confirm predictions)</b></p> <p><b>(twenty-second page; begins “Next Roxie pulled a plastic container...”)</b> “Let’s stop here and make a prediction. Roxie asked Buddy what would happen when the rock was put in the water. Turn to your partner and predict what will happen to the rock. <b>(allow talk time)</b> I’m going to predict the rock will break apart, because we learned earlier in our book that water is one element that causes erosion—it wears away rock. <b>(read the next page)</b> Partners, tell each other if your prediction was correct about what would happen to the rock in water. <b>(allow brief talk time)</b> Show me a thumbs-up or thumbs-down if my prediction was correct or incorrect... My prediction was incorrect. The rock floated in the water, and Roxie told Buddy that it was an igneous rock full of bubbles. It was light enough to float.”</p> <p><b>If needed, provide further examples of making, confirming, and revising predictions. You can also have students revisit the first prediction about the subject of the book that was based on the cover and title page.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>After reading, lead a discussion of the text with the whole group. Prompt students to take multiple turns, elaborate on their responses, and follow up on their classmates’ ideas.</b></p>

	<p><b>You could say:</b>          “We are really learning a lot about rocks. This book made me think about some other things I wonder about...”</p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do you think <i>erosion</i>—elements wearing away rock—takes such a long time?</li> <li>• Why do people want to know about and study rocks?</li> <li>• Does it matter what kind of rock you use for different things, like building, paving, or in your house? Why?</li> </ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Good job predicting and discussing information about rocks. Let’s review how we make a prediction... <b>(pause for students to fill in the missing words)</b></p> <ol style="list-style-type: none"> <li>1) First, we think about what we already _____. <b>(know)</b></li> <li>2) Then, we look at the w_____ <b>(words)</b> and p_____ <b>(pictures)</b> in the book.</li> <li>3) Next, we make a pre_____. <b>(prediction)</b></li> <li>4) Last, we check to see if our prediction was r_____ <b>(right)</b> or wr_____. <b>(wrong)</b></li> </ol> <p>Our predictions are not always right. If they are wrong, we can revise, or change, them using the new information we learned. When you read at home, stop and ask questions about what you are reading. Discussing what you read and stopping to make and check predictions helps you really understand a book. I <i>predict</i> that at the end of this unit, you are all going to be terrific <i>petrologists!</i>”</p>



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 18
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Analyze similarities, differences, and purposes across text structures, such as informational text and signs.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace</li> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Blank paper and construction paper</li> <li>Markers, crayons, and writing utensils</li> <li>Tape or tacky putty</li> <li>Individual white boards and markers (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li>Teacher Journal Lesson #18</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>Save the signs you create for use in the Close project—a rock and gem show.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #7: VOCABULARY, TRAIL, PEBBLE, CLASSIFY</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When my family and I are out and we decide to stop and get something to eat, we read the signs along the road to help us decide where to stop. Do you recognize any of these signs? <b>(show signs from Teacher Journal Lesson #18, p. 2)</b> We read information in lots of forms. Good readers understand different forms of text and that helps them understand what they read and hear. When you need information that you can understand with a quick look, a sign is a good way to get that information. Today we're going to look at information that is written in paragraphs in our books and at information in signs. When customers come to our rock and gem show at the end of the unit, they will want to quickly look at signs that label our rocks or gems. Today, we will begin working on signs to <b>describe</b> rocks and gems at our show."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Point out signs in the lesson text <u>Rocks! Rocks! Rocks!</u> and model making signs using blank paper and markers.</b></p> <p><b>You could say:</b>  <b>(<u>Rocks! Rocks! Rocks!</u>, third page; begins "They drove to the Nature Center")</b> "In the text on this page, the author tells us where Buddy and his mom went. Let's look at the two signs on these pages. With symbols and a few words, the signs tell Buddy and his mom where they are—Rock Ridge Nature Center—and what <b>trails</b> they can take to see rocks. <b>(point to each sign)</b> They can see the information they need quickly by looking at the signs.</p> <p>"I'm going to make a sign for our classroom that might help someone quickly find out where something is. <b>(model making a sign)</b> I will write [<i>School Office</i>] and draw an arrow. I'll put that sign on our door. If we have a visitor in our classroom, and they need to know how to go to the [<i>office</i>], this sign will give them that information. <b>(hang sign)</b></p>	

	<p><b>(seventh page; begins “Rock Stop One...”)</b> “In these paragraphs in the text, Mama explains to Buddy that we find rocks all around us. She tells him, ‘The earth is a ball of rock.’ Walking on the rock <b>trail</b>, a visitor can find out that information from the sign at that stop. <b>(point out the sign on p. 8)</b> The sign tells the visitor this information with one sentence and a picture. I’m want to make a sign that says <i>Rocks are Everywhere!</i> <b>(show teacher journal, p. 1 or write on paper)</b> To help the reader understand the information, I could draw a mountain, a city, and a farm. <b>(point out or add images)</b> I will put this sign in our science center where we have our rock collections. <b>(hang sign)</b> Now readers can learn about places rocks come from by reading our sign.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Provide students with paper and crayons (or white boards and dry erase markers) to practice drafting signs along with you. You can use the examples from Teacher Journal Lesson #18, p. 2.</b></p> <p><b>You could say:</b>  <b>(eleventh page, <i>What causes erosion?</i> sign)</b> “When I read this page, there are a lot of words and many lines to explain erosion! Mama is explaining how over time rocks can wear away and become smaller and smaller. A visitor to the rock <b>trail</b> can learn about erosion from the sign. <b>(point out sign)</b> The pictures on this sign explain that erosion happens from rain, snow, wind, water, sun, and plants. A visitor can quickly see what causes erosion by looking at this sign.</p> <p>“Let’s make signs that explain how to get to our rock and gem show and what to do there...  <b>(with students, make signs such as <i>Enter</i> and <i>Exit</i> signs, a sign with directions, a <i>Pay Here</i> sign, and so on)</b></p> <p><b>(twenty-seventh page; begins “Buddy sorted them.”)</b> “On these next couple pages are some rock collections that Buddy made. The words on the pages <b>describe</b> his collections. Let’s make some signs that <b>describe</b> some collections that we might display at our show. What sign could we make first? I think I’m going to draw a [rock with lines] and write [<i>Line Designs</i>] on my sign.” <b>(make signs with students to represent the pictures from the text and/or different categories for your classroom rock and gem collections)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students make ‘final drafts’ of signs that you can use at the rock and gem show.</b></p> <p><b>You could say:</b>  “Now it’s your turn to make some signs using words and pictures. You can make a sign that <b>describes</b> a rock collection, some gems, some jewelry, or something else that we might display at our show. Think about what information our customers might need and how you can make your sign so they will quickly understand it. When you are done, I will help you put your sign up. I will be coming around to help you write on your signs and to have you <b>describe</b> the information on your sign for me.”</p> <p><b>Circulate among students, writing what they dictate to you and helping them decide on images to include.</b></p> <p><b>You may hang students’ signs today or save them for use at the rock and gem show.</b></p>

**CLOSE**

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Today we learned about information written in paragraphs and information that is provided by signs. Signs help readers learn or understand information with a quick look. Understanding that text and information comes in different forms helps us become better readers and listeners. When you go home, I bet you can think of some information you can share with the rest of your family by making and displaying a sign. You might put up a sign that tells whose turn it is to feed the cat each day. What other signs could you make at home?”

**Invite students to share ideas.**

# Rocks Are Everywhere!



**Mountains**



**Cities**



**Farms**

## Rock and Gem Show Signs:



LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Rocks! Rocks! Rocks!</u> by Nancy Elizabeth Wallace or books selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Blank paper</li> <li>Yarn or tape</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> Use yarn or tape to make a <b>trail</b> around the classroom. As you read selections from the text, you will hang <b>trail</b> signs that represent the main ideas.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Do you remember the funny story we read in our Fiction unit, <u>Muncha! Muncha! Muncha!</u> by Candace Fleming? Can you think about what the <i>main idea</i>, or most important idea of the story, was? I think the main idea was that the gardener, Mr. McGreely, couldn't keep the bunnies out of his garden. You need to think about that main idea to understand the story. Good readers think about the main idea of a book or story as they read to understand what they read and hear. Today we're going to practice finding the main idea in sections of our book <u>Rocks! Rocks! Rocks!</u>"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>  <b>(explain today's activity)</b> "In <u>Rocks! Rocks! Rocks!</u>, Buddy and his mom hike the Blue Diamond <b>Trail</b> and stop to look at rocks at each stop. Today, we're going to make another <b>trail</b> around the classroom—a <b>trail</b> of main ideas. As we read each section of our book, we'll use clues to help us find the main idea. Then we will hang a <b>trail</b> sign to mark that main idea. When we're done, if you walk our <b>trail</b> of main ideas, you'll know all the main ideas, or most important information, from <u>Rocks! Rocks! Rocks!</u>"</p> <p><b>(display and describe the cover and title page)</b> "These two pages help us find the main idea of the book. Here are the clues I see to find the main idea. The word <i>rocks</i> is included three times in the title. It's in big letters, and the letters look like rocks. Look at all of the pictures of rocks on the cover and the title page. <b>(flip to show title page)</b> I think it's pretty clear that the main idea of this book is rocks. I'm going to write that on our first sign and put it at the beginning of our <b>trail</b>. <b>(write rocks on blank paper and hang the first trail sign)</b></p> <p><b>(read the third through sixth pages, beginning with "They drove to the Nature Center")</b> "Let's find the main idea of the section I just read. This book is written like a story, so it does not have headings in many sections of the book. There is no heading or title as a clue to the main idea for this section. The word <b>trail</b> and the name <i>Blue Diamond Trail</i> is used many times in this section. There are pictures with signs for <b>trails</b>, and on this page there is a map of the Blue Diamond <b>Trail</b>. Those clues help me decide that the main idea for this section of the book is the Blue Diamond <b>Trail</b>. I will write that on this sign and add it to our <b>trail</b> of main ideas." <b>(write Blue Diamond Trail on second sign)</b></p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue finding main ideas in <u>Rocks! Rocks! Rocks!</u>, eliciting student input.</b></p> <p><b>You could say:</b>  <b>(read the eleventh and twelfth pages, beginning with “Mama read the sign”)</b> “Let’s figure out what the main idea of this section is. Show me a thumbs-up if this section has a title or a heading... We can’t get a clue from a title or heading since there isn’t one. Turn to your neighbor and tell them if there is a key word that you heard over and over. <b>(allow brief talk time; then have students share)</b> Okay. The words <i>wind</i> and <i>water</i> stood out to me. These could be clues to the main idea... Now look at the picture and tell your partner if you think the picture on this page gives a clue for finding the main idea. <b>(allow brief talk time; then have students share)</b> The picture shows the causes of <i>erosion</i>. Give me a thumbs-up if you think erosion is the main idea. <b>(write <i>erosion</i> on your third trail sign)</b></p> <p><b>(read the sixteenth and seventeenth pages, beginning with “Roxie took three rocks...”)</b> “Show me a thumbs-up if this section has a title or a heading... We can’t get a clue from a title or heading again since there isn’t one. Turn to your partner and tell them if there is a key word that you heard over and over. <b>(allow brief talk time; have students share and discuss the repetition of <i>sediment</i>)</b> Tell your partner if you think the pictures on these pages give a clue for finding the main idea.” <b>(discuss the clues and add <i>sedimentary rock</i> to your fourth trail sign)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups, read the following pages, and have them decide on the main idea. Write the main ideas on more trail signs.</b></p> <p><b>You could say:</b>  “Now you will listen for clues and decide what the main idea is with your group. I will call on groups to tell me what main ideas I should write on our <b>trail</b> signs. When we’re done, we’ll walk our <b>trail</b> and read about the main ideas from the book.</p> <ol style="list-style-type: none"> <li>1) <b>(nineteenth through twenty-third pages, beginning with “Roxie took more rocks out...”)</b> Should I write <i>igneous rocks</i> or <i>using rocks</i> for the main idea for this section of the book? <b>(have groups deliberate and then call on a group to share)</b> Yes, the main idea is igneous rocks. I will write that on this sign. <b>(let a student place the sign on the trail)</b></li> <li>2) <b>(twenty-sixth through thirtieth pages, beginning with “There were lots of rocks set out. . .”)</b> The text <b>describes</b> how the rocks were sorted. Do you think the main idea is <i>sorting rocks</i> or <i>metamorphic rocks</i>? Tell me what to add to our next main idea sign. <b>(have groups deliberate and then call on a group to share)</b></li> <li>3) <b>(thirty-fifth page, titled “Start a rock collection”)</b> Let’s look at a new clue we have for the main idea on this page. Turn to your partner and tell them if this page has a heading... <b>(point to heading)</b> Tell your partner the word <b>collect</b>... <b>Collect</b> is repeated on this page. Should I write that the main idea is <i>how rocks formed</i> or <i>rock collections</i>? <b>(pause for response and write the next sign)</b></li> <li>4) <b>(thirty-sixth page, titled “Make Rock Magnets”)</b> Show me a thumbs-up if this page has a heading. Show your partner a thumbs-up if the word <i>magnet</i> is repeated on the page. Should I write <i>sedimentary rocks</i> or <i>rock magnets</i> for our <b>trail signs</b>? <b>(pause for response and write the next sign)</b></li> </ol> <p><b>After all trail signs have been placed, line students up to take a main idea walk around the trail. Remind students of the important information, or main ideas, from the book at each stop on the trail.</b></p>

CLOSE

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Today we made **trail** signs with the main ideas from our book. What does *main idea* mean? **(pause for response)** Yes! The main idea is the most important information. When you are reading at home or school, if you want to understand your book, you can write down the main ideas. It will help you remember the most important information in a book or section of a book. The better we understand the main ideas in our books, the more we will learn about the topic of our unit—rocks! Good readers think about the main ideas in a book because it helps us understand what we read and hear.”

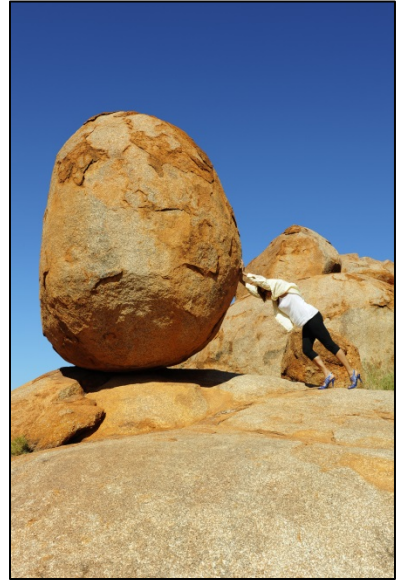


LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 20
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Variety of rocks and gems</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>vocabulary, trail, pebble, classify</b></li> <li>Sorting cards for Lesson #20</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #8: VOCABULARY, TRAIL, PEBBLE, CLASSIFY</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Sometimes my kids spends so much time reading, I have to tell them to stop and go outside and play. What they are reading is so interesting or exciting they forget to do other things! When you read something exciting and interesting it's fun to share it with other people so they can be interested and excited, too. Today we're going to look at more of our rock books and think about how we can <b>classify</b> rocks, or group them by kind. We can share the information about types of rocks and then work together to group our rocks by kind or type."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Review the Read to Know expectations as needed, and explain today's activity.</b></p> <p><b>You could say:</b>          "Let's review how we will work on our lesson today..."</p> <ul style="list-style-type: none"> <li>First, you will select a book you think looks really interesting.</li> <li>Next, each of us will take our book to some place comfortable in the room and look through it for about [10] minutes.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Then, we'll use what we learned in our books to help us <b>classify</b> rocks.</li> <li>• Finally, we can share with each other what kinds of rocks we read about and <b>classified.</b>"</li> </ul> <p><b>To establish a goal for children's reading, you could say:</b>          "I want to show you an example of how I <b>classified</b> some rocks after I read this book. <b>(point to the rocks you grouped as a demonstration)</b> I took my collection of rocks and saw that a lot of my rocks were small <b>pebbles</b>, so one of my groups is <b>pebbles</b>. I also made a group of <i>large</i> rocks and another one of <i>smooth</i> rocks. Remember that your goal as you read today is to learn about rocks and how we can <b>classify</b> them, or group them by kind.</p> <p>"Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let's start reading..."</p> <p><b>Have students select their books and find a place to read. Allow them to engage with their texts for [10-15] minutes on their own.</b></p> <p><b>Circulate the room to monitor and support students. If children finish looking at one book, encourage them to get up and select another text.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups of three or four. Pass out a variety of rocks and gems to each group, or call on group members to select some from a central location.</b></p> <p><b>You could say:</b>          "In your groups, you have a collection of rocks [and gems] and some sorting cards that are labeled with different types of rocks. Work together with your group to decide how to <b>classify</b> your rocks. You can <b>classify</b> them using the labels on the cards, or you can decide to make other groups for your classification. Think about the different types of rocks you learned about when you read your books. Raise your hand if you have an idea or question about one of your rocks that you need me to hear."  <b>Circulate the room to monitor and support students as they work. Encourage them to use describing words as they discuss and sort their rocks or gems.</b></p> <p><b>If some groups have difficulty, help them arrange their sorting cards on the floor and then line up their rocks below each category.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          "I think we'll be able to use the information we learned from reading today to help us <b>classify</b> rocks and gems for our rock and gem show at the end of the unit. What are some ways you grouped your rock collections? Did you <b>classify</b> them by color, by type, by how they feel? <b>(pause for responses)</b> Each of you learned about rocks during your reading and used the information to help your group <b>classify</b> rocks. Reading is a powerful way to learn and share information."</p>



**Striped**



**Big**



**Smooth**



**Pebbles**



**Rough**



**Sparkly**



**Gems**



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Read to Know</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Use complex sentences in the form of reported speech.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper (optional)</li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Speech bubbles for Lesson #21 </li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



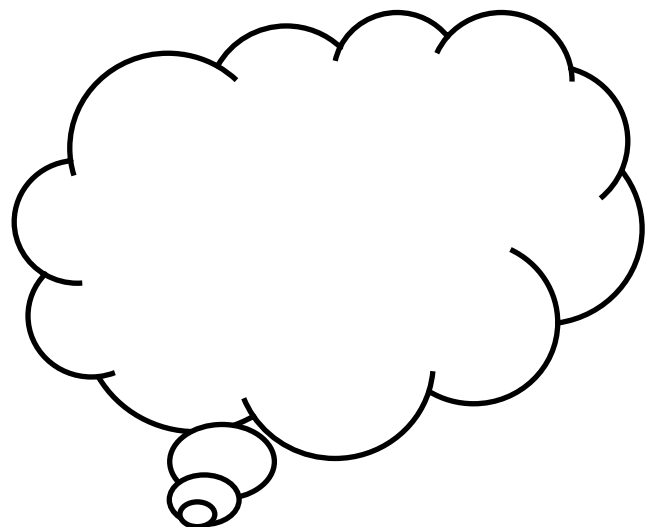
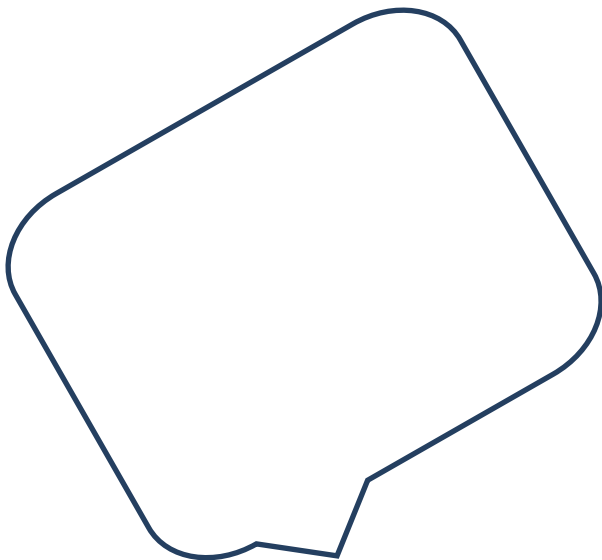
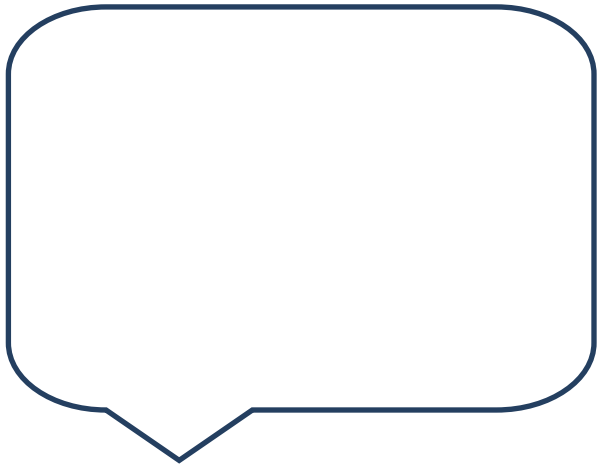
Save Materials

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Use complex sentences in the form of reported speech.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper (optional)</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Speech bubbles for Lesson #21</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>Cut out the speech bubbles for Lesson #21 for students to use during the You Do routine.</li> </ul> </li> <li>For this lesson, students will read independently and then develop sentences. For the You Do activity, students will choose a page from their books and use complex sentences in reported speech to imagine what someone in their book is saying. Give students a speech bubble to cue them to report the speech of a person or character pictured in the book they read.</li> <li>The I Do/We Do routines are combined in this lesson.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Today is our last lesson of the unit where we choose a book and then share what we learned with each other. When we want to enjoy a story or learn something new, we can choose something to read. When we share what we read, other people learn something new, too. Today, when we are reading our rock or gem books, we are going to imagine what a character or person in the book might say. Then we will tell our group members what they might say using <i>longer</i> sentences."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Review the Read to Know expectations, as needed, and explain today's activity.</b></p> <p><b>You could say:</b>  "Let's review how we will work on our lesson today..."</p> <ul style="list-style-type: none"> <li>First, you will select a book you think looks really interesting.</li> <li>Next, you will take your book to some place comfortable in the room and look through it for about [10] minutes.</li> <li>Then, you will use speech bubble cards to imagine what a person or character in your book might be saying.</li> <li>Finally, you can share with your group what the person in your book might have said."</li> </ul>	

	<p><b>Establish a goal for children’s reading, and demonstrate how they will form sentences for the You Do activity. You could say:</b></p> <p>“I chose one of our rocks books, <u>Using Rocks</u>, for my book today. While I’m reading, I’m going to think about what some of the people in our book might say...</p> <ul style="list-style-type: none"> <li>• <b>(display p. 5)</b> This man is working hard. <b>(place speech bubble above the picture to indicate his speech)</b> I think he might have said, ‘This rock is very hard to carve.’ Remember, when we use longer sentences and report what someone says, we start the sentence with ‘He said...’ or ‘She said...’ <b>(write full sentence on speech bubble: He said, ‘This rock is very hard to carve.’)</b></li> <li>• <b>(display p. 20)</b> For this page, I will use a longer sentence to report what this woman might say. <b>(place speech bubble)</b> I think she said, ‘I’m glad this plaster is made from soft rocks because it makes it easy to smooth.’ <b>(write full sentence on speech bubble)</b></li> </ul> <p>“Now it’s your turn to select a book. Remember, your goal while you read is to think about what the people in your book might say...”</p> <p><b>Have students select their books and find a place to read. Allow them to engage with their texts for [10–15] minutes on their own.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Pass out the speech bubbles for Lesson #21. Have students work in small groups to develop and share their sentences. You could say:</b></p> <p>“Now you will need to take turns in your groups to share what you think people in your book might be saying. Remember, to make sentences about what someone is saying, we start with ‘He said...’ or ‘She said...’ Try to make your sentences <i>longer</i> by adding ideas or <b>describing</b> words. Use the speech bubble card to show your group whose speech you are reporting. I will come around to help you share your ideas and say longer sentences with your group.”</p> <p><b>Circulate among groups and support students use of reported speech. Help them extend their ideas to add additional words, phrases, or clauses to simple sentences.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b></p> <p>“I know you have learned a lot of new information about rocks and gems because you have shared what you’ve learned. Today we reported what we thought some of the people or characters in our books might be saying. To use longer sentences and report what someone is saying, how do we start the sentence? <b>(pause for response)</b> Yes, we start with ‘He said...’ or ‘She said...’ The next time a friend at school or someone at home says they need to learn about something new, I hope you will remind them that they can find a book, magazine, or internet site to read and learn new information. Reading is an amazing learning tool!”</p>

# Speech Bubbles

## Earth Materials – Lesson 21





# LARRC

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Language and Reading Research Consortium

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SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of different types of words in spoken or dictated texts.</li> <li>Use complex sentences.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li><u>Using Rocks</u> by Sharon Katz Cooper</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Rocks, gems, fake jewels, jewelry </li> <li>Pre-marked bins, boxes, trays, shelves </li> <li>Paper, index cards/labels, and writing utensils</li> <li>Rock and gem field guides (optional) </li> <li>Rock collections and identification books (optional) </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li><u>A Rock and Gem Show</u> slideshow for Lesson #24 </li> <li>Rock classification chart for Lesson #24</li> <li>Dialogue for Lesson #24</li> <li>Teacher Journal from Lesson #1</li> <li>Teacher Journal from Lesson #13</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 22
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>Teaching Objective:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>	
<b>I DO</b>	<b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b>	

<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b>
<b>CLOSE</b>	<b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b>

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 23
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>Teaching Objective:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>	
<b>I DO</b>	<b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b>	

<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b>
<b>CLOSE</b>	<b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b>

LET'S KNOW! PREK	EARTH MATERIALS DESCRIPTION	CLOSE LESSON 24
<b>SHOW ME WHAT YOU KNOW!</b> We will <b>describe</b> rocks for our rock and gem show!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use a variety of different types of words in spoken or dictated texts.</li> <li>• Use complex sentences.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Using Rocks</u> by Sharon Katz Cooper</li> </ul> <b>TALK STRUCTURES FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Rocks, gems, fake jewels, jewelry</li> <li>• Pre-marked bins, boxes, trays, shelves</li> <li>• Paper, index cards/labels, and writing utensils</li> <li>• Rock and gem field guides (optional)</li> <li>• Rock collections and identification books (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• <u>A Rock and Gem Show</u> slideshow for Lesson #24</li> <li>• Rock classification chart for Lesson #24</li> <li>• Dialogue for Lesson #24</li> <li>• Teacher Journal from Lesson #1</li> <li>• Teacher Journal from Lesson #13</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>For the Close project, students will put on a rock and gem show! They will say the dialogue of exhibitors, sellers, or customers to practice using <b>describing</b> words, complex sentences, and the Words to Know from the unit.</p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time for the rock and gem show. You could break this lesson into two sessions, if needed; you could prepare for and set up the show in one 30 minute session and run the show in the next. <ul style="list-style-type: none"> <li>○ Bring in any props and materials you will need for the show, including rocks, gems, fake jewels, jewelry, and organizational items like bins, boxes, trays, and shelves.</li> <li>○ It may be helpful to have part of the class work on descriptions for rock and gem displays with your assistance and have the other part of the class act out the various roles.</li> <li>○ If possible, have additional adults in the room to help plan and run the show.</li> </ul> </li> <li>• You could use your <b>describing</b> word lists from previous lessons to label and <b>describe</b> rocks and gems on display and for sale.</li> <li>• Display and review the sentences from Teacher Journal Lesson #13. Scaffold students' use of complex sentences in their dialogue as buyers and sellers.</li> <li>• The following videos are from two Rock and Gem shows and may provide ideas for setting up the area for your show and for helping students with the concept of a show. <ul style="list-style-type: none"> <li>○ <a href="http://www.youtube.com/user/tucsontwelve#p/u/6/jZnyyWTzWH8">http://www.youtube.com/user/tucsontwelve#p/u/6/jZnyyWTzWH8</a></li> <li>○ <a href="http://www.youtube.com/watch?v=NRZ3Hp9pEPs">http://www.youtube.com/watch?v=NRZ3Hp9pEPs</a></li> <li>○ <a href="http://www.kvoa.com/videos/2012-gem-show-preparations/">http://www.kvoa.com/videos/2012-gem-show-preparations/</a></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Have you ever been to or seen a dog show? That is a gathering where people bring their dogs and show them off for other people to admire and learn about them. Today, for our final lesson, we're going to have a show, but it's going to be a rock and gem show! We are going to pretend to be buyers and sellers of rocks and gems.</p>	

	<p>“Our goal for today’s lesson is to use <b>describing</b> words and complex sentences when we ask each other about rocks and gems. It’s important to use <b>describing</b> words and longer sentences so that people know what you mean when you tell them about something. Learning how to say <b>describing</b> words and longer sentences will help you understand books you read that use description.”</p>
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Play the <u>A Rock and Gem Show</u> slideshow for Lesson #24 to build background knowledge about the rock and gem show and provide examples of buyer/seller dialogue.</b></p> <p><b>Then use sample rocks and gems to model using describing words and labeling wares for the show. You can use Teacher Journal Lesson #1, your descriptive words list, and the rock classification chart to guide your descriptions; you can also return to slide 3 of the slideshow.</b></p> <p><b>You could say:</b>      “To help us get ready for our show we’re going to <b>describe</b> our rocks and gems. Then some of us will be the exhibitors—the people who brought their rocks and gems to display and sell, and some of us will be customers who came to look at and buy rocks and gems. Here are some examples:</p> <ul style="list-style-type: none"> <li>• Now I’m going to <b>describe</b> this [gem]. I’ll also write a label so I can display this [gem] at my display booth. Two words that <b>describe</b> it are [<i>shiny</i>] and [<i>pink</i>]. You could ask a teacher to write the <b>description</b> words [<i>shiny</i>] and [<i>pink</i>] on your card for you. I will write it and label my gem [<i>shiny</i>] and [<i>pink</i>].</li> <li>• Now I’m going to <b>describe</b> this [rock]. I think it feels [<i>bumpy</i>], so I will write [<i>bumpy</i>]. I’ll also write [<i>gray</i>] because that <b>describes</b> its color. I will use the rock <b>classification</b> chart to <b>classify</b> my rock. (<b>display rock classification chart for Lesson #24 and demonstrate using it to classify the rock</b>) I think it feels [<i>rough</i>]. It looks like the <b>layers</b> are [<i>flat and not different colors</i>]. The chart tells me it’s a [<i>metamorphic</i> rock]! I’m also going to write [<i>metamorphic</i>] on my card because that <b>describes</b> what kind of rock it is.”</li> </ul> <p><b>Model displaying the example rocks/gems with your descriptive labels.</b></p> <p><b>Review the dialogue examples from Teacher Journal Lesson #13, the dialogue for Lesson #24, and/or from the slideshow to provide models of the kind of language students will use at the rock and gem show.</b></p> <p><b>Then recruit a student, assistant teacher, or other adult to act out the roles of buyer and seller with you. You could use the following sample dialogue to demonstrate:</b>      EXHIBITOR: Hi, what would you like to see?      BUYER: I want to see this gem.      EXHIBITOR: The sign says this gem is <i>shiny</i> and <i>pink</i>. It’s also <i>sparkly</i>.      BUYER: It’s pretty. I want to buy this one.      EXHIBITOR: Thank you. You need to pay the cashier.</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Practice describing, labeling, and classifying rocks and gems with students. Then help them practice saying buyer/seller dialogue.</b></p> <p><b>You could say:</b>      “Let’s practice <b>describing</b> and <b>classifying</b> rocks and gems together...</p> <ul style="list-style-type: none"> <li>• First, let’s label and <b>describe</b> this [rock]. (<b>model writing and displaying a label</b>) I’m going to <b>describe</b> this rock as [<i>black</i>]. Turn to your partner and tell each other a different <b>description</b> word to <b>describe</b> this rock. (<b>allow brief talk time; then ask students to suggest other describing words for your label</b>)</li> </ul>



	<ul style="list-style-type: none"> <li>Now let's look at our rock classification chart to <b>classify</b> the [rock]. <b>(demonstrate following the flow chart to classify the rock/gem)</b> This rock feels smooth. [Student X] How does this rock look? Is it flat like glass, or does it have grains or <b>layers</b>? <b>(pause for response; then add describing words to the label)</b> Everyone, look at our chart and tell your partner if you think this rock is <i>igneous</i> or <i>metamorphic</i>. <b>(allow brief talk time; then have students discuss their answers)</b></li> </ul> <p>"Now let's practice being buyers and sellers at the show. Remember to use longer sentences when you pretend to be the buyer or seller..." <b>(recruit a student to role play with you)</b></p> <p><b>You could use the following sample dialogue to demonstrate:</b></p> <p>BUYER: I want to see this necklace please.  EXHIBITOR: You want to see this silver one?  BUYER: Yes, the silver one with the black speckles.  EXHIBITOR: Do you want to buy this one?  BUYER: I don't know what I want to buy yet.</p> <p><b>If students need more guided practice, provide one more example of describing and labeling a gem/rock and role-playing the exhibitor and buyer.</b></p> <p><b>Work with students to finish setting up and labeling the items for the rock and gem show.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Once you have practiced with students and everything is set up, begin the rock and gem show. You could say:</b></p> <p>"It's finally time to start our rock and gem show! Remember, I will be listening for you to use longer sentences when you talk to each other. Sellers, ask the buyers, 'What do you want to see?' and 'What do you want to buy?' <b>(review the displayed dialogue)</b> If you are a buyer, I will be listening for longer sentences when you say, 'I want to see this gem...' or 'I want to buy this rock...' I will also be listening for and looking for your <b>describing</b> words about rocks and gems. It's your turn to play at the rock and gem show!"</p> <p><b>Circulate the room as students interact. Remind students to use longer sentences and describing words as they discuss the rocks and gems. Model and scaffold, as needed.</b></p> <p><b>If students are struggling, refer back to the dialogue for Lesson #24 or provide simple sentence starters or sentence frames. For example:</b></p> <ul style="list-style-type: none"> <li>Do you want to see ____?</li> <li>I want to look at ____?</li> <li>I have a ____ to show you.</li> <li>I want to buy the ____.'</li> </ul>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b></p> <p>"I heard you using <b>describing</b> words to buy and sell your rocks and gems. Look at our descriptive words list and the rocks and gems we labeled for our show. Tell me some <b>describing</b> words you used today. <b>(pause for response)</b> I also heard you use complex, longer sentences. Using <b>describing</b> words and longer sentences helps people know what you mean when you tell them about something, and it helps you understand descriptions in the books you read. When you go home today, tell your family about the rocks and gems we studied in this unit. Remember to use <b>describing</b> words and longer sentences to help them understand what you learned and what happened at our rock and gem show."</p>



# A Rock and Gem Show

Earth Materials—PreK  
Lesson 24—Close





Hello!



# Describe!



**Large**



**Small**



**Smooth**



**Speckled**



**Striped**



**Rough**



**seller**



**buyer**



# Buyer and Seller Dialogue



# Buyer and Seller Dialogue



# Buyer and Seller Dialogue

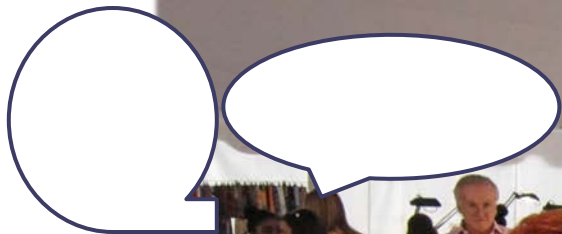




# Buyer and Seller Dialogue









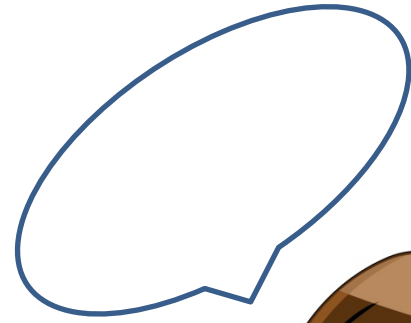




Buyer



Seller



↑  
Buyer

↑  
Seller

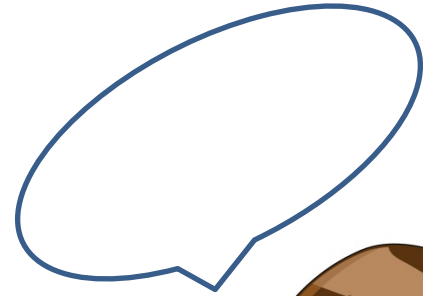


Buyer



Seller





↑  
Buyer

↑  
Seller



↑  
Buyer



↑  
Seller

# Come Again!

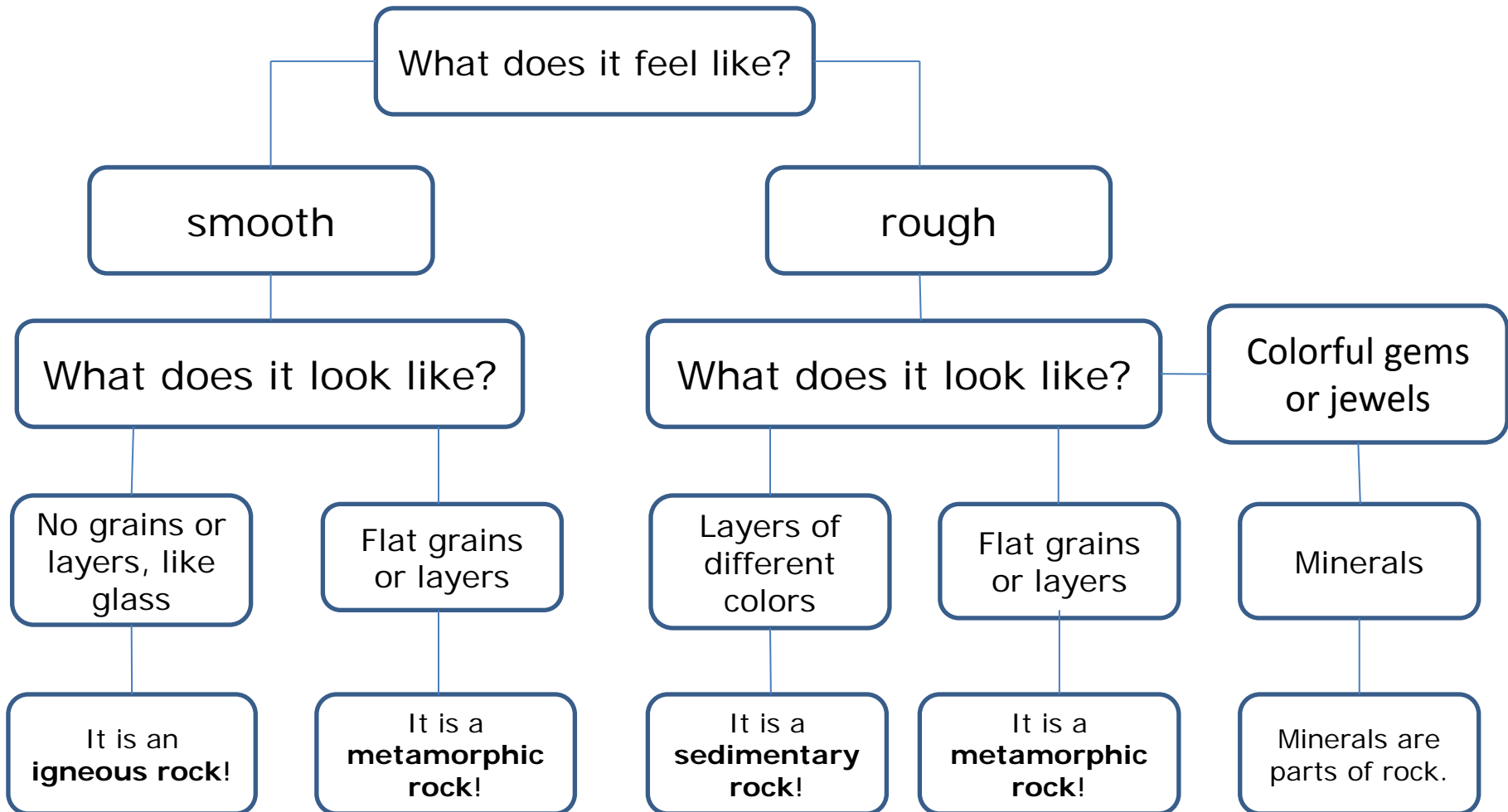


<http://www.kvoa.com/videos/2012-gem-show-preparations/>



Scientists who study rocks are called *geologists*.

You can be a geologist in your own classroom or backyard. Look for different types of rock. Use the key to find out what they are...





## Seller

- What would you like to see?
- You need to pay the cashier.
- Would you like to see this?
- Do you want to buy this?

## Buyer

- I want to see this gem, please.
- It's pretty. I want to buy this one.
- I don't know what I want to buy yet.
- I want to pay for this rock, please.



## Unit Resources

- Background Knowledge
- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets

### Studying Rocks

*Geology* is the science of studying Earth and the process by which it formed and continues to change. Within this broad field is *petrology*—the study and identification of rocks and minerals. Scientists identify specimens in the field and in the laboratory using a variety of methods.

### The Three Types of Rocks

Rocks are found in all shapes, sizes, and colors. While there are many different rocks, depending on the minerals that form them, rocks can be categorized into just three basic types: igneous, sedimentary, and metamorphic. All of the rocks on Earth are formed in one of these three ways.



1) **Igneous rocks form when magma or lava cools and hardens into rock.** Magma and lava are rock that is so hot it moves like liquid. *Magma* is molten rock that is underground; *lava* is molten rock that is above the ground. That is the only difference between them. A common igneous rock you are probably familiar with is granite, pictured above. It is often used for countertops in homes because of its aesthetic appeal and durability. Pumice and obsidian are other examples of igneous rock.

2) **Sedimentary rocks are formed when small pieces of rocks, minerals, or the remains of living things are compressed and cemented together.** Sandstone, shown here, is an example of a sedimentary rock that forms when sand grains are cemented together. Halite, another type of sedimentary rock, is formed when seawater evaporates, leaving salt behind. The salt hardens into rock. Limestone is formed from the shells of marine organisms. It often contains fossils of ancient plants and animals. Coal, another example of sedimentary rock, is also formed from the remains of ancient plants and animals.



3) **Metamorphic rocks are formed when a rock buried deep in the earth is subjected to extreme pressure and heat.** The pressure and heat causes the minerals in the rock to change into different minerals. In other words, the rock changes form—it changes into a completely different rock. Marble is an example of a metamorphic rock. Marble is limestone or dolomite that has been put under extreme pressure and heat. Other examples of metamorphic rocks include the following: quartzite, which is formed from sandstone; slate, which is formed from shale; and gneiss (pronounced “nice”), which is formed from granite.





### The Rock Cycle

Rocks change from one type to another through the *rock cycle*. The rock cycle happens all over Earth, even though most of the processes are so slow that we can't observe them. But we can study rocks to learn about what has happened in the past.

#### **Forming sedimentary rocks...**

- A rock might be broken down, or eroded, into smaller pieces by wind, water, or ice. These smaller pieces, or sediments, can be compacted and cemented together to form a sedimentary rock.

#### **Forming metamorphic rocks...**

- Rocks can be buried deep within the earth, and the increase in temperature and pressure may cause the rock to change into a new, metamorphic rock.

#### **Forming igneous rocks...**

- Rock buried within the earth can also melt into magma. If this magma comes to the surface of the earth from a volcano, it will harden into an igneous rock.

### Minerals

Minerals are the building blocks for making rocks. A rock is made up of one or more minerals. When you look at a rock and see different colors, those colors are the minerals that make up that specific rock. There are over 3,000 named minerals; however, there are really only about 30 minerals that are commonly found.

There are four criteria that must be met in order for something to be called a mineral. A mineral...

- 1) Is not formed from the remains of plants or animals.
- 2) Is naturally occurring, not man-made.
- 3) Has the same chemical makeup wherever it is found.
- 4) Has a crystalline structure, which means that it has a specific repeating pattern of atoms.



If all four of the criteria are not met, the substance is not a mineral. Therefore, 'minerals' made in a lab are not true minerals because they did not occur naturally.

*Adapted from Codispoti, J. (2008). The basics of rocks and minerals and polar geology. Beyond Penguins and Polar Bears. Retrieved September 21, 2011 from <http://beyondpenguins.ehe.osu.edu/issue/rocks-and-minerals/the-basics-of-rocks-and-minerals-and-polar-geology>.*



# Teacher's Bookshelf

## Earth Materials – Pre-Kindergarten

### Required Books:

Rocks: Hard, Soft,  
Smooth, and Rough  
by Natalie M. Rosinsky  
ISBN-10: 1404800158  
ISBN-13: 978-1404800151

Rocks! Rocks! Rocks!  
by Nancy Elizabeth Walker  
ISBN-10: 0761455280  
ISBN-13: 978-0761455288

Using Rocks  
by Sharon Katz Cooper  
ISBN-10: 140349312X  
ISBN-13: 9781403493200

### Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as geology, rock classification and types of rocks, how rocks form, erosion, landforms, rock **collecting** and identification, rock and gem shows, fossils, gemstones, jewelry, and so on. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

Let's Look at Rocks  
by Jeri Cipriano  
ISBN-10: 0736829385  
ISBN-13: 978-073682938

Rocks and Fossils  
by Chris Pellant  
ISBN-10: 0753456192  
ISBN-13: 978-0753456194

Smithsonian Rock and Fossil Hunter  
by Ben Morgan  
ISBN-10: 075661127X  
ISBN-13: 978-0756611279

Sandstone and other Sedimentary Rocks  
by Chris Pellant  
ISBN-10: 0836879090  
ISBN-13: 978-0836879094

Rock Basics by Carol K. Lindeen  
ISBN-10: 429628901  
ISBN-13: 978-1429628907

Rocks and Fossils by William McConnell  
ISBN-10: 0823963705  
ISBN-13: 978-0823963706

Erosion  
by Joelle Riley  
ISBN-10: 0822566192  
ISBN-13: 978-0822566199

Looking at Rocks  
by J. Dussling and T. Haggerty  
ISBN-10: 0448425165  
ISBN-13: 978-0448425160

Rocks and Minerals by Ann O. Squire  
ISBN-10: 0516269852  
ISBN-13: 978-0516269856

Mountains by Seymour Simon  
ISBN-10: 0688154778  
ISBN-13: 978-0688154776

Rocks and Minerals

by Melvin and Gilda Berger  
ISBN-10: 0545202051  
ISBN-13: 978-0545202053

Rock by Mary Firestone

ISBN-10: 0736849289  
ISBN-13: 978-0736849289

Rock Basics by Carol K. Lindeen

ISBN: 10: 429628901  
ISBN-13: 978-1429628907

Simon & Schuster's Guide to Gems and Precious Stones by Simon & Schuster

ISBN-10: 0671604309  
ISBN-13: 978-0671604301

Introducing Landforms

by Bobbie Kalman and Kelley MacAulay  
ISBN-10: 0778732134  
ISBN-13: 978-0778732136

Plateaus by Sheila Anderson

ISBN-10: 082258607X  
ISBN-13: 978-0822586074

How Mountains Are Made

by Kathleen Weider Zoehfeld  
ISBN-10: 0064451283  
ISBN-13: 978-0064451284

Volcanoes by Franklyn M. Branley

ISBN-10: 0064451895  
ISBN-13: 978-0064451895

Caves by Sally M Walker

ISBN-10: 0822579936  
ISBN-13: 978-0822579939

Weathering and Erosion by Clive Gifford

ISBN-10: 0237527448  
ISBN-13: 978-0237527440

Let's Go Rock Collecting by Roma Gans

ISBN-10: 0064451704  
ISBN-13: 978-0064451703

Erosion: Changing Earth's Surface

by Robin Michael Koontz  
ISBN-10: 1404821953  
ISBN-13: 978-1404821958

Rocks and Minerals by Neil Morris

ISBN-10: 0865058474  
ISBN-13: 978-0865058477

Minerals by Patricia Miller-Schroeder

ISBN-10: 160596977X  
ISBN-13: 978-1605969770

The Rockhound's Handbook

by James R. Mitchell  
ISBN-10: 1889786438  
ISBN-13: 978-1889786438

Gems, Crystals and Precious Rocks

by Steven M. Hoffman  
ISBN-10: 1448827086  
ISBN-13: 978-1448827084

Looking at Landforms by Ellen K. Mitten

ISBN-10: 1606945378  
ISBN-13: 978-1606945377

The Best Book of Fossils, Rocks & Minerals

by Chris Pellant  
ISBN-10: 0753460815  
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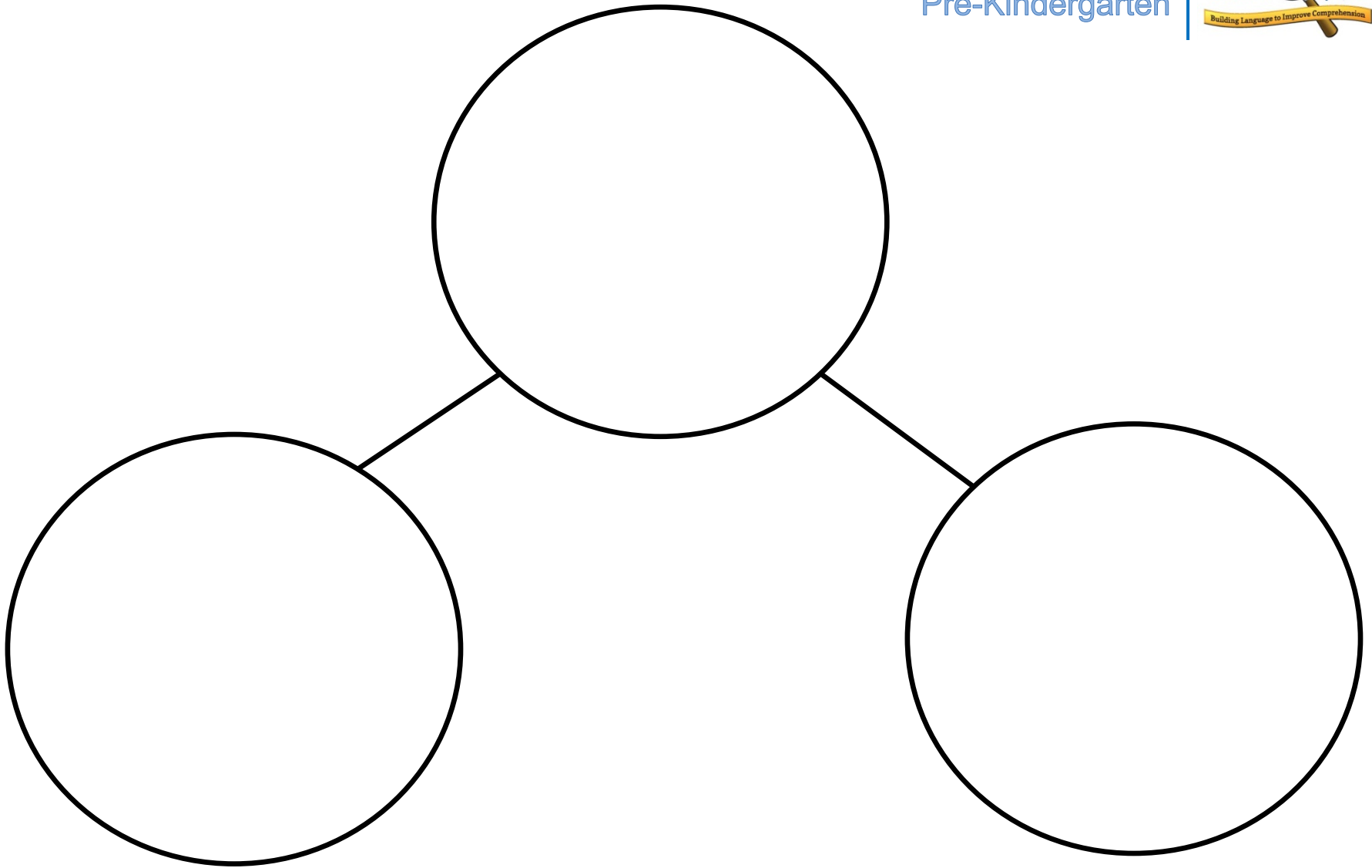
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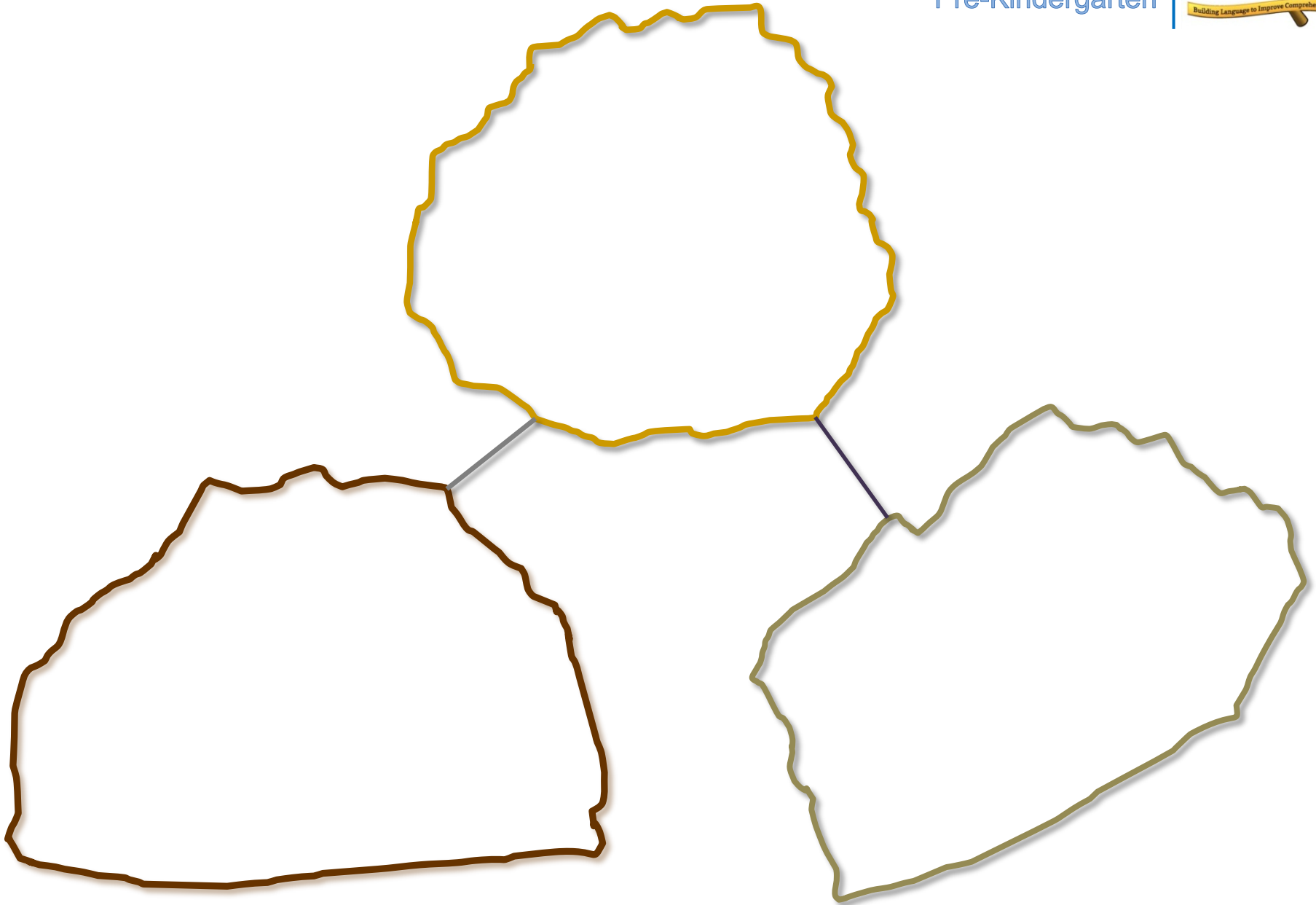
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*This selection is for adults but contains many pictures and images appropriate for children.*



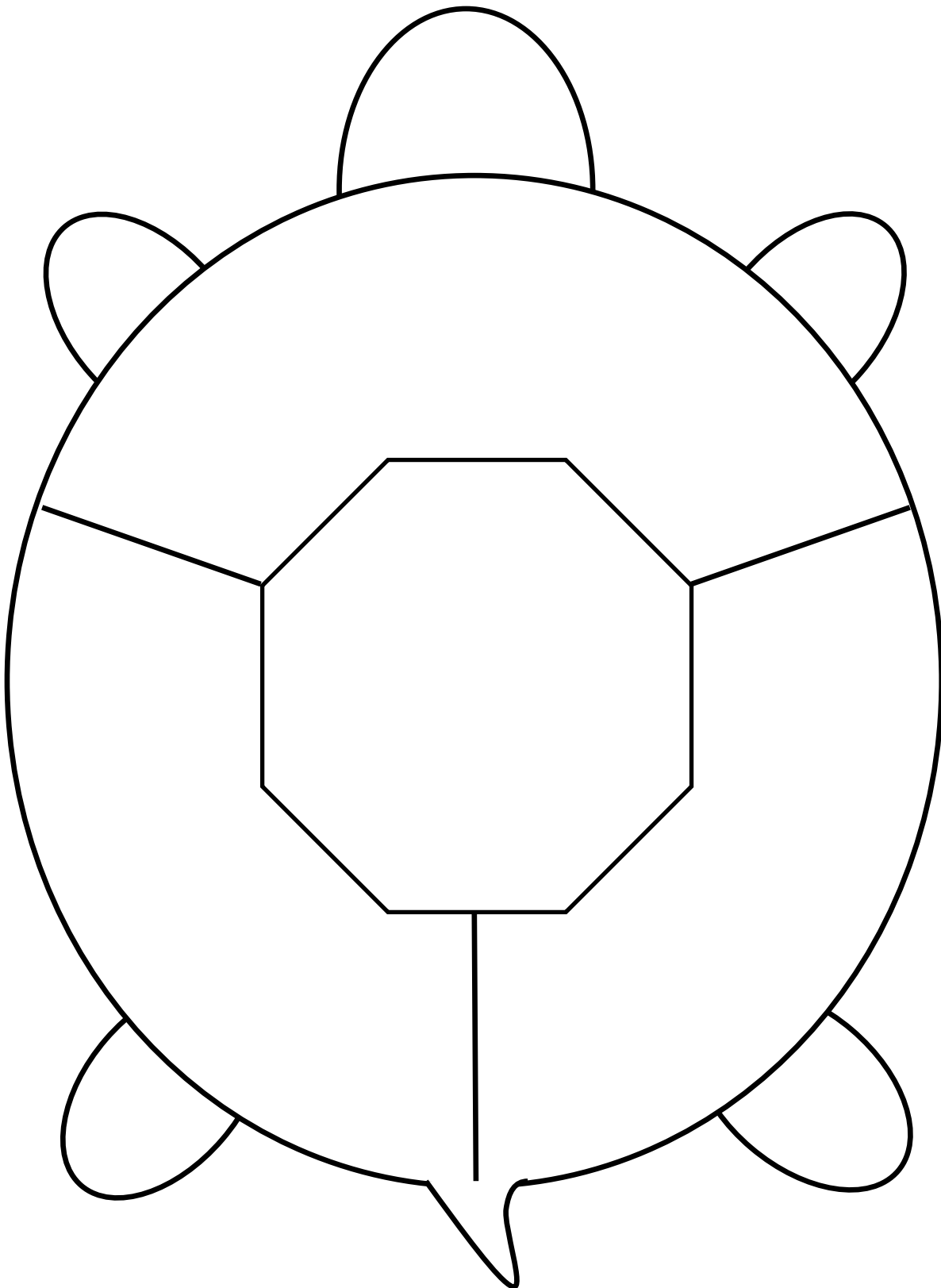
# Rocks Word Web

Pre-Kindergarten



# Turtle Word Web

Pre-Kindergarten



# Unit Vocabulary

## Earth Materials – Pre-Kindergarten

### Describe

To tell about using words or drawings



### Layer

One thickness over another



### Collect

Bring things together in one place



### Press

To flatten down or smooth



### Vocabulary

Words and their meanings



### Trail

A marked path, especially through the wilderness



### Pebble

A small rounded stone



### Classify

To group by kind



# Describe







# Describe

To tell about using  
words or drawings

# Layer





# Layer

One thickness over another

# Collect





## Vocabulary Picture Card

Earth Materials – Word 3 – Collect

# Collect

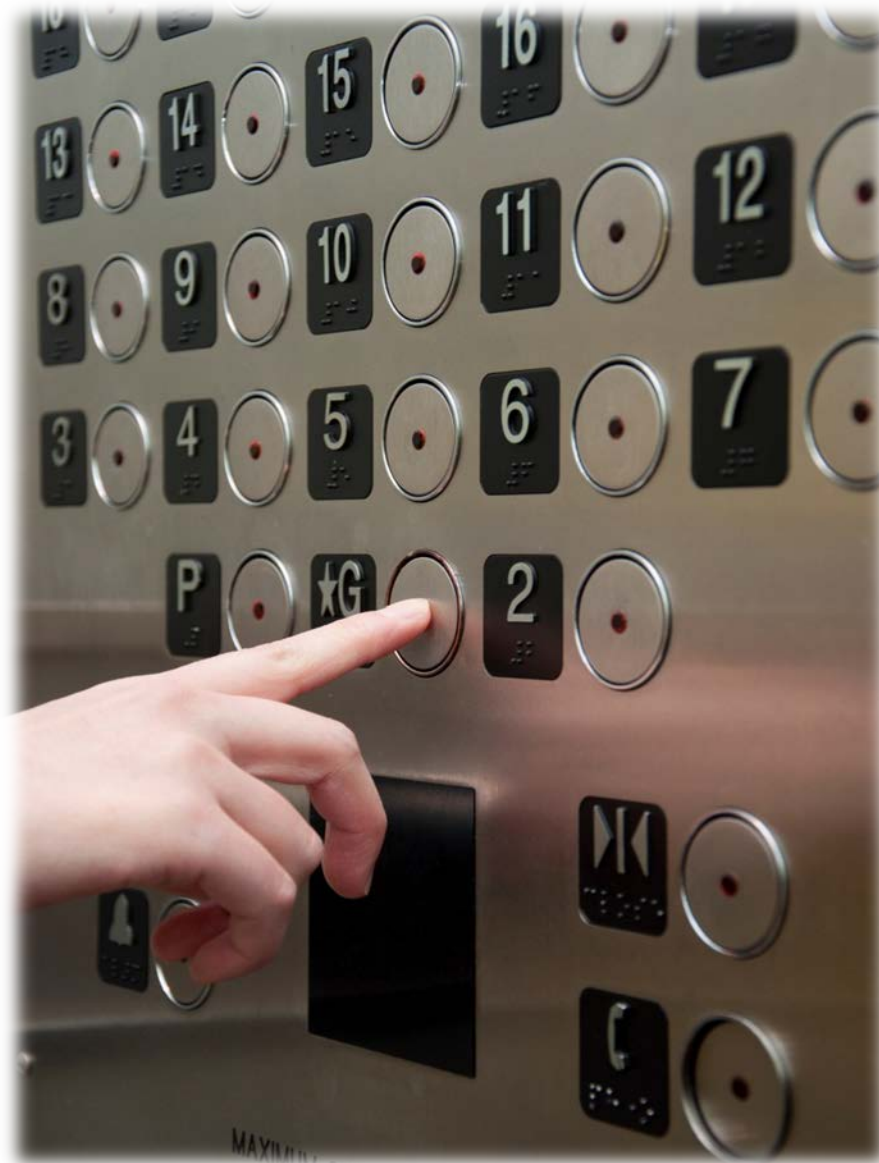
Bring things together  
in one place

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# Press

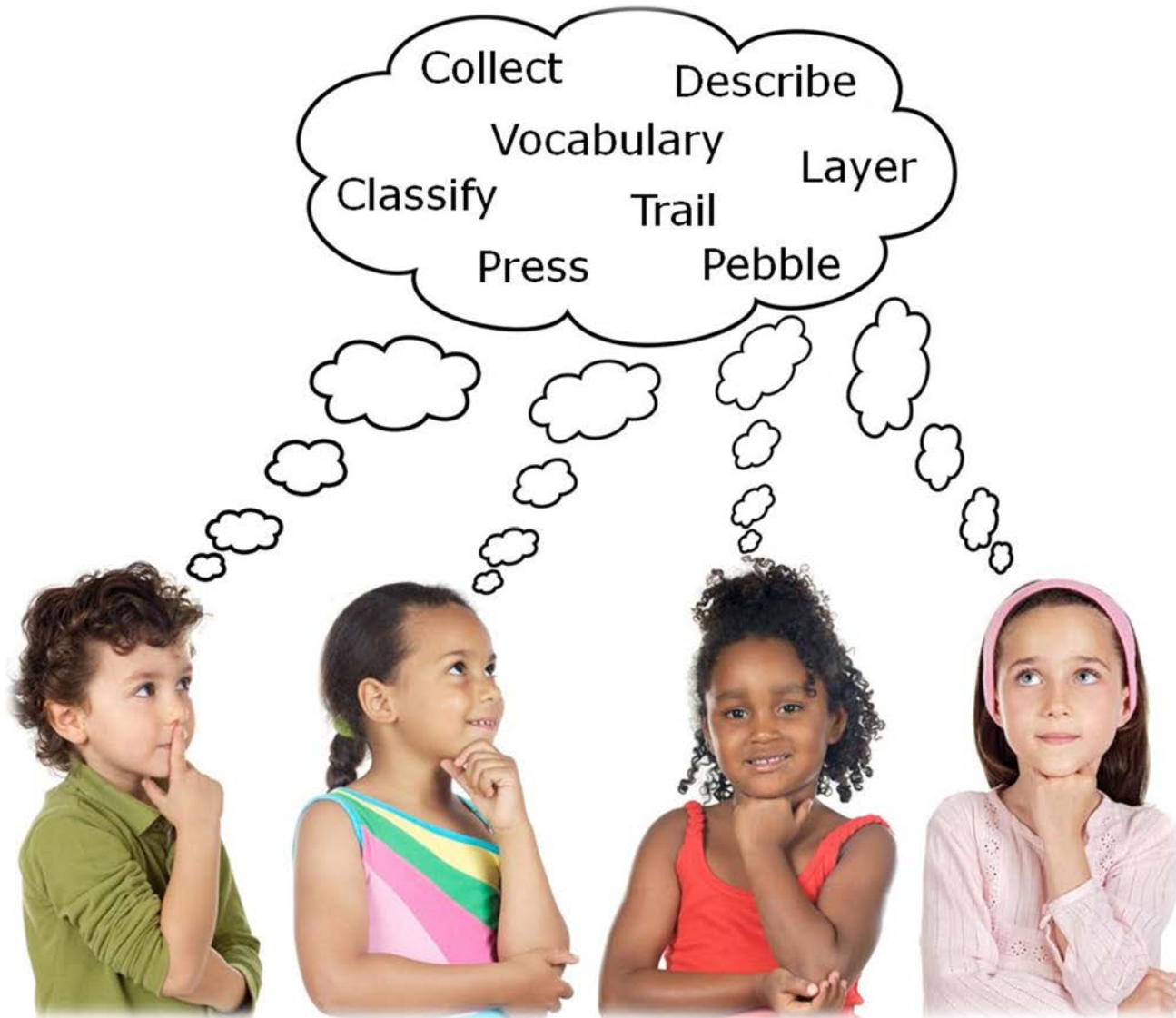




# Press

To flatten or smooth down

# Vocabulary







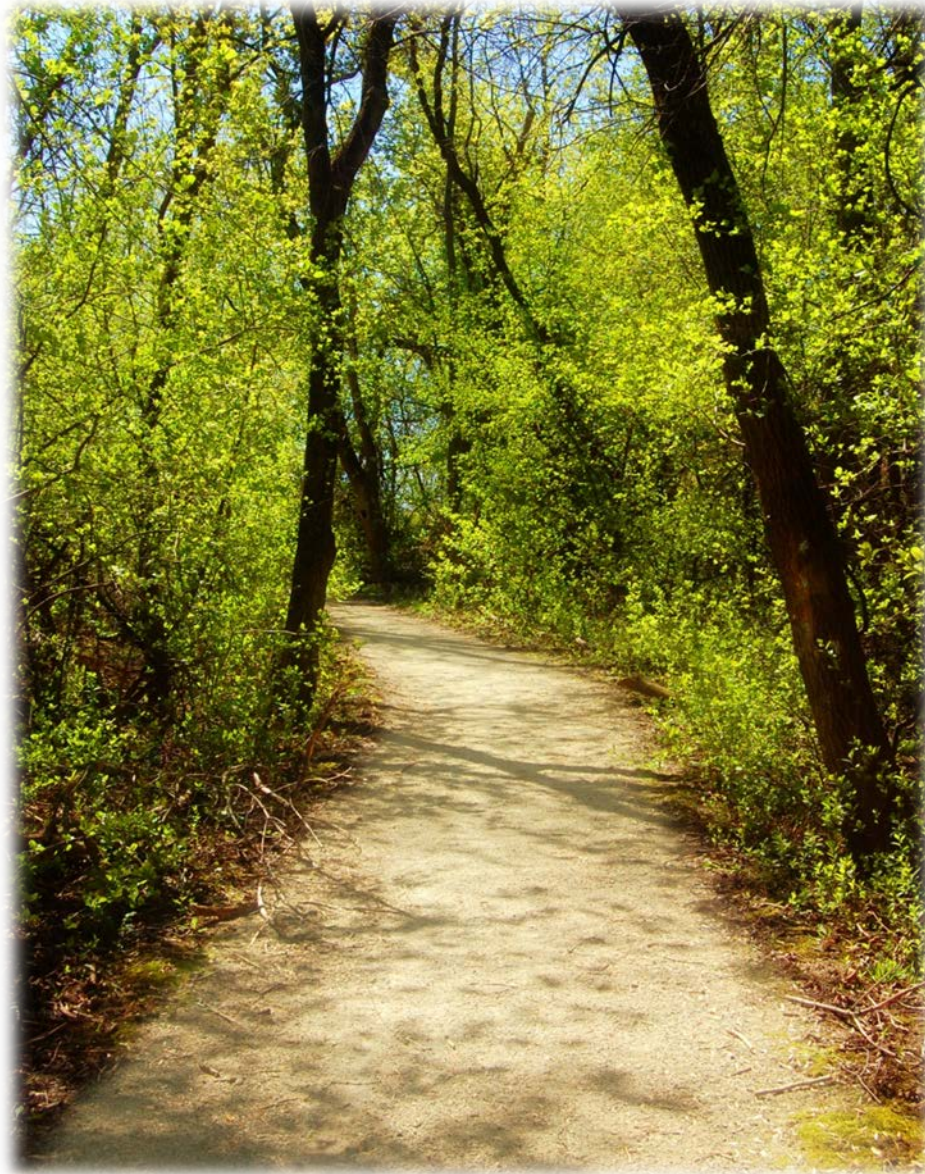
## Vocabulary Picture Card

Earth Materials – Word 5 – Vocabulary

# Vocabulary

Words and their meanings

# Trail

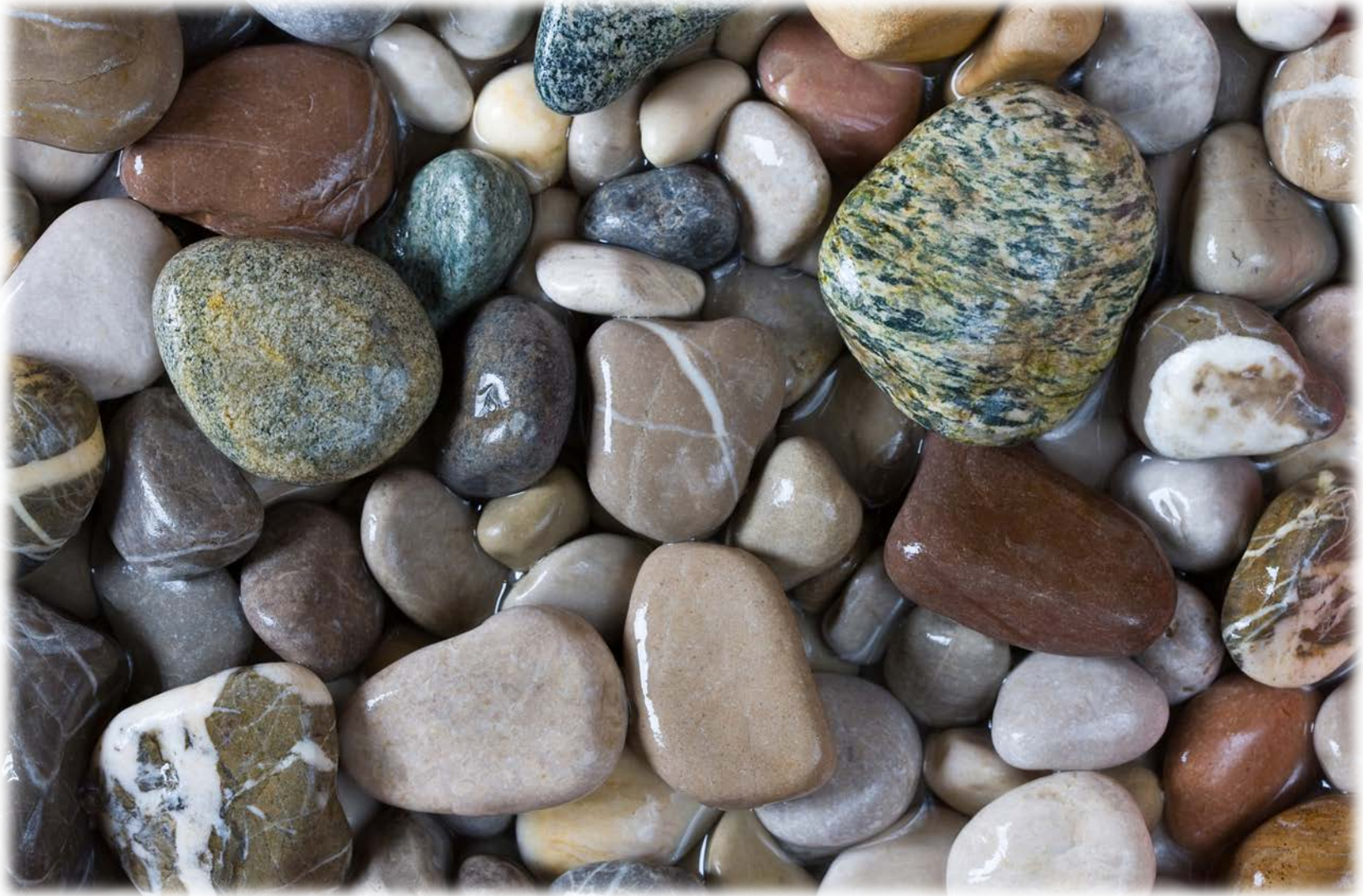




# Trail

A marked path, especially  
through the wilderness

# Pebble





# Pebble

A small rounded stone

# Classify





# Classify

To group by kind

We can describe rocks by how they feel. Some rocks feel smooth, and some feel rough.

For my birthday my aunt made me a layer cake. The chocolate layer was on top of the vanilla layer and the vanilla layer was on top of the strawberry layer.  
Delicious!

My grandfather likes to collect stamps. He has many different kinds and he keeps them in a book.

To make your own pizza, you have to press down on the pizza dough with your hands until it is flat. Then you put on the tomato sauce and cheese.





## WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

If you want someone to guess what you have hidden in a box, you can describe it. You could say it's furry and it purrs and it says meow. You described a cat!

The earth has many layers of rocks. Some kinds of rock have thick layers, and some have thin layers.

Have you ever collected rocks? I like to look for pretty ones. Then I bring them together and put them in my rock collection bag.

When we ride the elevator, my mom lets me press the buttons. If we want to go up to the third floor, I press the button with a 3.



## WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

I lost my sweater at school. My teacher asked me to describe it so she could help me find it. I told her it was blue with black stripes and long sleeves.

I have three colors of play dough. Sometimes I roll them out flat and then stack them in layers. Red is the bottom layer, yellow is the middle layer, and blue is the top layer.

We went to the zoo and saw a whole collection of snakes! The zoo finds them all over the world and brings them to the snake house at the zoo.

When I get older, I will learn how to drive a car. I will press on the gas pedal to make the car go, and I will press on the brake pedal to make it stop.



## WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

How would you describe a beautiful tree? Would you say it has shiny green leaves and a rough brown trunk? Would you say it was as tall as a skyscraper? Would you say the leaves whisper in the wind?

Sometimes we make jello for dessert. My mom puts red jello in the bottom of the pan, pours blue jello on top, and then puts it in the refrigerator. When we cut it you can see two layers!

What do you like to collect? I like to collect recipes for different kinds of cookies.

In art we made handprints with paint. First we dipped our hands into our favorite color; then we pressed them onto paper to make the handprint.



## WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

I know what a lot of different words mean. My dad says I have a big vocabulary.

A trail shows you where to go. You can follow a trail so that you don't get lost when you are hiking.

Pebbles are small, rounded stones. I love the way pebbles feel in my pocket!

To classify things, you put things that are alike together. For example, if I want to classify my pets, I would put all of my cats together and all of my dogs together. I would put all of my fish together too, but I'd put them in water!





## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

In school we learn vocabulary. That means we learn how to say new words, and we learn what the words mean.

At my uncle's farm, the cows made a trail where they walk every day. If you walk along their trail, it will lead you to their hay.

At the store I asked my mom to buy me some candy pebbles. They look just like real stones, but they are made of sugar. Yummy!

My mom told me to clean out my drawer. I had to put all of my crayons in one box and all of my paper in another box. I had to classify the things in my drawer to make it neat and clean.



## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

My favorite new vocabulary word is *igneous*. *Igneous* is a kind of rock.

You can find trails many places where people like to walk—in the forest or on the beach or in the woods. What kind of trail would you like to walk on?

At the beach we saw small pebbles. They are so smooth because the waves polish them.

When you classify things, you put different things into different groups. I like to classify my shoes. I have boots, I have sandals, and I have tennis shoes.



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

When my grandmother heard me say 'tyrannosaurus,' she was surprised that I had that word in my vocabulary. I told her that I know lots of big words!

When my family went camping, I was afraid that we were lost, but pretty soon we found the trail and followed it back to our tent. From now on we will stay on the trail!

What is your favorite kind of pebble? I like smooth black pebbles with jagged white lines running through them and spotted green pebbles with tiny holes.

We can classify different kinds of rocks. Some are igneous and some are sedimentary. Have you seen a book about classifying rocks?



## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.