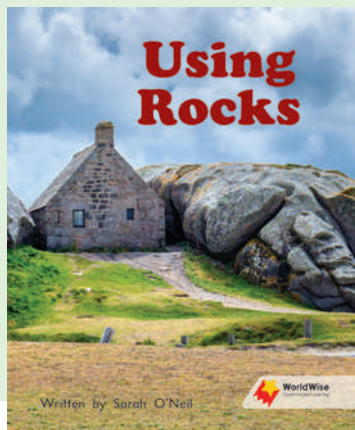


Lesson Plan

**Emergent
reading stage
Level 4**



Using Rocks is a report about the many ways in which rocks are used to build things such as roads, paths, walls, bridges and houses. It shows two or more examples of each thing rocks are used to make.

Running words: 110

Informative text type:
Report

Science Curriculum links

Australia

- **CS (ACSSU003)** Objects are made of materials that have observable properties
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **MW:** The uses of common materials and their observed properties

Key concepts

- Rocks are found in many places in the world. They are strong and hard.
- People use rocks to build things.

Content vocabulary

bridge, house/houses, made, path, road, rocks, use, wall

Text features

- Picture summary
- Photographs

Reading strategy

- Using initial letters to solve unknown words

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Can you think of any things in our neighbourhood that are built from rocks? What can you use rocks to build? Why do people use rocks to build things?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Using Rocks*. Say: *This book is called Using Rocks. It is about things that people use rocks to build.*

Have students turn to pages 2 and 3. Ask: *What do you think these rocks could be used to make?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about using rocks?*

Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers look at the first letter in a word to help them work out what the word might be when they get stuck. They think about the sound that letter might make and think of words that would make sense that start with the sound.* Have students turn to pages 2 and 3. Mask the word *rocks* with a sticky note but leave the first letter uncovered. Ask: *What letter do you see? What word could start with /r/?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on – using initial letters to solve unknown words. At the point of difficulty, you could ask: *What letter does that word start with? What sound might that make? Can you think of a word that would make sense that starts with /p/?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

Where do we find rocks? What things are made of rocks? (Literal)

Why are rocks good for building houses? Why do people build walls and paths from rocks? (Inferential)

What other things can rocks be used to build? What things would you build with rocks if you could? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you looked at the first letter of the word "wall" to work out the word. That's what good readers do.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. They take turns to tell their partner everything they know about using rocks to make things. Say: *Tell your partner about why you think people use rocks. Talk about why rocks are good for buildings and any things that you think are bad about using rocks in this way.*

Have students compare things they agreed about. Ask: *What things did you agree about? Did you have a different point of view to your partner about some things?*

Vocabulary

Write the heading “Rocks” on a chart. Say: *Let’s list words that describe rocks.* As you add words to the chart, group the words into categories such as colour, texture, hardness and use.

When you have a range of words, focus on each category in turn. Ask: *What do you notice about the colour of rocks? Can some rocks be green? Can they be see-through (transparent)?* Allow time for students to debate their ideas.

Have students turn to a partner to practise using some of the words on the chart to talk about the rocks on pages 2 and 3.

Phonological awareness

Show the cover of the book and point out the rock in the photograph. Say: *This is a rock. Now listen carefully as I say the word “rock”.* Draw the sounds out a little as you speak (/r/ /o/ /c/). Ask: *How many different sounds did you hear? What are they?* Repeat with the word *road* (/r/ /o/ /d/).

Phonics

Turn to pages 6 and 7. Say: *I am going to read this page. Listen carefully for any words that begin with /r/. Read the page normally at first. If students are not able to easily identify the /r/ words, reread and draw out the /r/ sound as you read the word. Ask: Can you think of any other words that start with /r/?*

Write the words *rocks* and *road* on a chart. Say: *The letter “r” makes the /r/ sound in these words. Ask: What other words have the /r/ sound in them?* Discuss and add these words to the chart.

Writing

Modelled writing

Say: *I am going to write about a time that I used rocks in my garden.* For example: “I was making a new garden bed. I put rocks along the edge to hold the dirt in the garden bed. It looked nice. Little lizards live in the cracks between the rocks.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *First I explain what I was trying to do. Then I explain why rocks were good things to build a garden with. When I write the word “rocks”, I listen for the sounds in the word. I make sure to use one or more letters for each sound.* Talk about how the “cks” in *rocks* is a blend of /c/ and /s/.

Independent writing

Ask students to talk to a partner about an aspect of rocks and how they are used that interests them. Have each student decide what they will write about and rehearse this by outlining the information they will include. Say: *Think about how you will introduce your idea. What examples will you give to help us to understand why this is important or interesting? Draw a picture to give more information.*

If students need extra support, provide a sentence starter. For example: *Look at this _____. This _____ is made of rock.*

Direct the students to use the picture summary on page 16 as a word bank, if needed.

Sharing and presenting

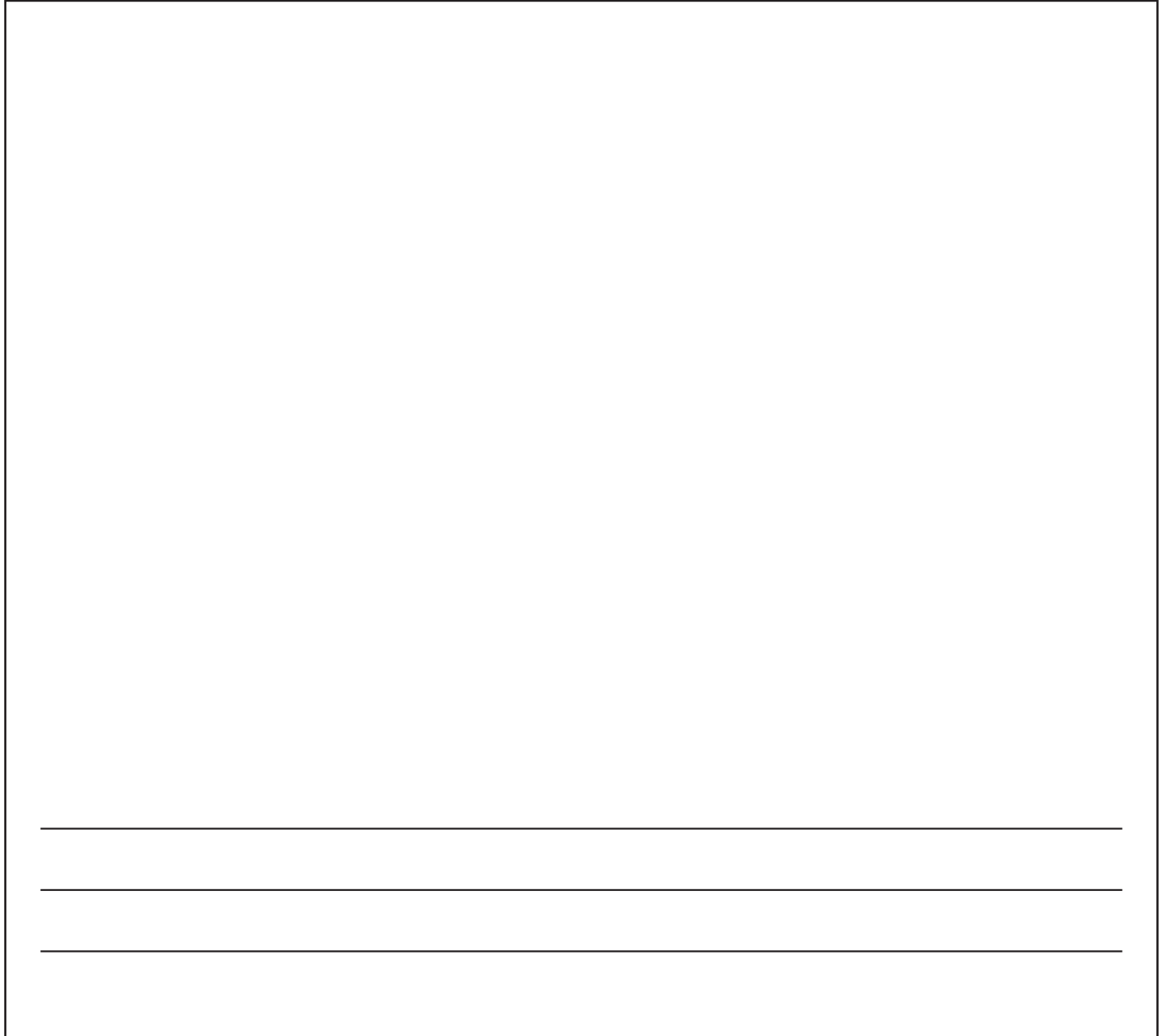
Have students take turns talking about their pictures and their writing. As students share, list the uses for rocks that they wrote about in a two-column table with the headings “Where rocks are used” and “Why they are good to use here”.

Say: *We have learnt a lot about what rocks are used for.* Ask: *Where do we get rocks? Why do we use them?* Discuss and draw out that the natural world provides many things that people need for living their lives. Discuss that in the past, before inventions like concrete, people used rocks because they were easy to get, long wearing and strong.

Blackline Master: Rocking Designs

Name: _____

Draw something that you would create with rocks. Add words to show what it does and what it is made from.



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