

CONNECT TO LITERACY

Discuss the Text

- NGSS.2-PS1-1, CCSS.ELA-Literacy.RI.K.3, CCSS.ELA-Literacy.RI.K.8
- Have students focus on these questions about the text:
- **Synthesize** *How can rocks be changed by water and wind?* (Possible response: After years and years of getting splashed on and blown on, the rocks slowly change.)
 - **Apply Concepts** *Why are rocks important to us?* (We use rocks for many things in our everyday lives from jewelry to buildings.)
 - **Create** *Suppose you are designing a rock museum, how would you group the rocks?* (Accept any reasonable answers. Possible responses include: color, size, and shape.)

Provide Prompts for Response

- Offer prompts that allow students to explore the text:
- Create a KWL chart about rocks and use it to research information about rocks.
 - Search the Internet for photographs showing ways that rocks are used.
 - Tell which ideas were new to you. What questions do you still have about rocks?
 - Review the book. What information did you enjoy? What information would you add?

Connect with Writing: Narrative Text

- CCSS.ELA-Literacy.W.K.3
- Introduce the Text Type and Assignment** Say: *Informational texts give exciting facts and rich descriptions. They help us learn more about real objects, people, and places. When I was reading this book, I kept thinking about questions I had about rocks. I want to write a letter to a geologist—a person who studies rocks. Let’s get started!*
- Review Features** Review the features of narrative text and be sure to display these features for students’ reference:
- has a greeting
 - contains facts
 - has a closing

Model the Writing Model the writing process as you model the opening to the letter: *I begin my letter with a greeting. Then I will write about what I know about rocks and what I want to find out from the geologist. Watch as I write the body of the letter.*

Dear Geologist,

I recently read a book in school about rocks.

I learned rocks are many shapes, sizes, and colors.

I learned rocks can be found in many places.

I learned rocks can be used for many different things.

What do you like to do with rocks?

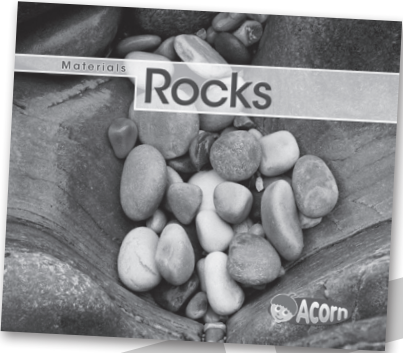
What made you decide to study rocks?

- Model finishing your letter with a thank you closing sentence and a closing.
- Support Writers** Circulate as students write. Help them to find words in the text, and prompt them to use words on the word wall. Some students may need to dictate their ideas. Support them as they use a friendly letter format with a proper opening and closing.
- Revise and Edit** Show students how to revise and edit for specific points, such as:
- Uppercase letters as needed
 - Complete sentences and correct punctuation
 - Formatting a friendly letter
- Share and Reflect** Allow time for students to share their work with an authentic audience. Then ask questions to guide self-reflection:
- Why do we write informational pieces?
 - What part of your letter do you like best? Why do you like this part?
 - What advice would you give a friend writing a letter?

Connecting Literacy and Content

Rocks

Level E
Physical Science
Content: Explores where rock can be found, how rock can look, and how rock is used.



Objectives

- Students will:
- describe where rock can be found, how rock can look, and how rock is used.
 - interpret a text feature: index
 - identify key details in a text.
 - do a close reading to answer questions about content.
 - define and use academic vocabulary related to rocks.
 - use and identify prepositions.
 - read grade-level prose fluently.
 - write a friendly letter.

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Build Content Background

Engage Students Show students a collection of rocks, allowing them time for observation. Say: *Rocks come in many shapes, sizes, and colors, don’t they? Rocks are cool to look at, but they are also useful.* Have student turn and talk with a partner about how people might use rocks. Explain that today they are going to learn about rocks and how they are used.

Use a Graphic Organizer

Draw KWL chart on the board. Say: *Let’s use this chart to record what we know and want to know about rocks.* Ask students to recap information they shared during the class discussion on rocks. Use words, short phrases, and pictures to record their knowledge on the chart in the K column. *Now, what do we want to find out about rocks?* Use their responses to complete the second column of the chart. After reading, return to the graphic organizer so that students can see if they learned what they wanted to know.

Topic: Rocks		
What I Know	What I Want to Know	What I Learned

Introduce the Content

Preview Rocks Distribute copies of the text and say: *This book will show us where rock can be found, how rock can look, and how rock is used. Take a look at the cover. What do you see?* (I see lots of smooth, different-colored rocks.) Have students browse through the book, paying attention to the photographs. *What other types of rock do you expect to see in this book?* Allow time for students to turn and talk to share their predictions.

Preview Academic Vocabulary
CCSS.ELA-Literacy.RI.K.4

Turn to p. 23. Say: *The picture glossary found in the back of this book lists certain words used in the book that you may not know. The words are written in bold and listed in alphabetical order. There is a picture and a definition to help you understand what the word means.* Discuss each word in the picture glossary. Then have students look through the book. *When you are reading and come to a word you don’t know, remember that the picture glossary may help you figure it out.*

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Discuss Text Features

CCSS.ELA-Literacy.RI.2.5

Say: *Text features add to our understanding of the book. The author of this book uses an index. An index is a list of topics found in the book. It helps us find the pages where certain words and topics are discussed.* Look at the index on p. 24. Have students turn and talk with a partner about the words they will find in this book and what page they will be found on. Encourage students to turn to those pages to confirm their understanding.

Focus on the Content

NGSS.2-PS1-1

As you focus on the text, ask questions that require students to use varying depths of knowledge. Model how to determine the answer to a question before you pose additional questions. (A model is shown for the first question.)

- **Recall** (p. 5) *What color are rocks?* (Rocks can be many colors.)

Model *This question is asking me what color rocks are on page 5. As I look at the page, I can see right away lots of different colored rocks. I can't remember what the words on this page said. I should reread it.*

Collaborate *Let's reread the words on page 5 together. Rocks are many colors. Now to answer the question—what color are rocks? Many colors!*

Provide independent practice Have students look at the text and photographs on pp. 6–7 and find out more words used to describe rocks.

Summarize *We've recalled words that were used in the text. We used our memory, the photographs and reread the text to help us recall what was written.*

- **Relate** (p. 9) *This photograph shows a smiley face drawn with sidewalk chalk. Have you ever used sidewalk chalk? Describe what you have drawn with sidewalk chalk.* (Answers will vary. Accept reasonable responses.)

- **List** (pp. 12–17) *List some of the places rocks can be found.* (Rocks can be found above ground, below ground, on beaches, under water, in fields, and near homes)
- **Make Observations** (p. 12) *Look at the photograph on page 12. Describe what you see in this photograph.* (Accept reasonable responses. Possible response: I see mountains. I see snow on top of some of the mountains. I see a little lake too. The sky is blue with fluffy white clouds.)
- **Develop a Logical Argument** (p. 17) *Look at the house on page 17. What do you think was there first? The house? Or the rocks? Explain why you think that.* (Possible response: I think the rocks were there first and the person built their house right between them. If the house was there first and the rocks got there somehow by wind or water, they might have smashed the house.)
- **Cause/Effect** (p. 18) *What caused the rocks to have that shapes?* (The wind changed the rock and caused it to have that shape.)

Discuss Concepts

Ask:

- *Rock can be made into pieces of jewelry. The book shows us a beautiful necklace made from rock. What color is the necklace?* (The necklace is blue.)
- *Name two ways rocks are changed.* (Rocks are changed by water and by wind.)
- *Why is it important for people to know about rocks?* (Answers will vary. Sample response: It is important for people to know about rocks so we can know how to find them and how to use them.)

Apply Concepts Have students go on a rock hike. Have them find and collect several rocks. Cluster students in small groups to share and discuss the rocks they found. Have groups put their rocks all together and sort and categorize them. Share how they grouped their rocks with the class.

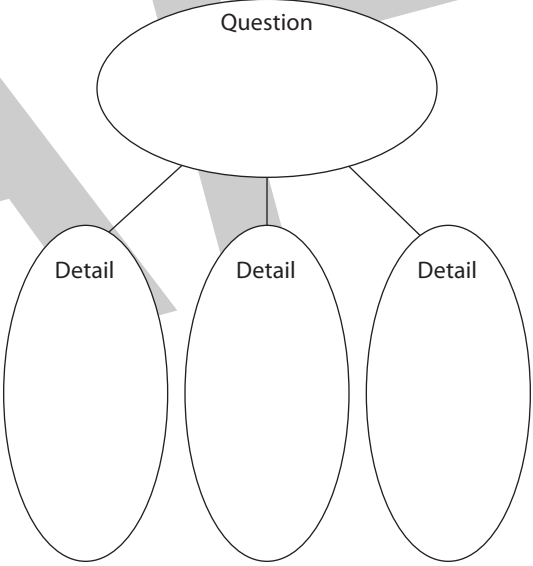
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Identifying Key Details

CCSS.ELA-Literacy.RI.K.1

Introduce the Strategy Say: *This book is full of important information about rocks. Important ideas are called key details. These details are more important to remember than others. Identifying details in the text allows us to take away the most important information from our reading. How do you decide which details are the most important?*

Model *Watch as I review the table of contents, which shows the headings for this book. I notice that each heading is a question. The first one is What are rocks? I know that the key details on those pages will answer that question. I begin reading the section. As I read each sentence, I will ask myself “Does this answer the question?” If it does, I need to remember it and add it to my key details chart. Model how to place the question and the key details in the chart. How will I find out the key details for the remaining parts of the book? A good place to start is the table of contents.*



Guide Practice *Let's look at the text on pages 4–5. What are the key details on these pages? Turn and talk with a partner as you identify key details.* After students have had a moment to confer, volunteers can list some of the key details. As students volunteer key details, ask: *How do you know this detail is important? Does it answer the question in the heading?*

Close Reading

CCSS.ELA-Literacy.RI.K.1

Introduce the Strategy Say: *When we answer a question about a book, it isn't enough to simply try to remember what we heard. We need to look back at the book and do a close reading. That means that we go right back to the pages to find proof for our answers.*

Model Model with the **Cause/Effect** question: *The question asks me what caused the rocks to have that shape. I look back at page 18 of the book. I see in the photograph some neat shaped red rocks. I don't know what caused the rocks to have that shape. I will need to reread. Watch as I take a close look at the words on page 18 to answer the question.* Read aloud the heading and the sentence. Say: *How are the rocks changed? By wind. I will mark the words by wind with a highlighter.*

Guide Practice Provide copies of p. 5 along with highlighters. Have students highlight textual evidence to answer the **Recall** question.

Focus on Fluency

CCSS.ELA-Literacy.RF.K.4

Model Fluent Reading Say: *When I read, I ask myself Why am I reading this text? What kind of information am I looking for? Informational text is full of information. It can answer my questions, teach me how to do something, and provide many facts and details.* Read the text on p. 5. Emphasize the words *many colors* on the page. Ask students to identify the words you emphasized. (many colors) *I emphasized many colors—this will help me remember a detail about rocks.*

Guide Practice Choose another page from the book for students to practice fluent reading. Project the page and have students practice reading it. Team students and have them read the passage to each other. Circulate throughout the room and offer assistance as required.

Study Words

CCSS.ELA-Literacy.L.K.1.e

Introduce the Strategy Say: *Prepositions are words that help show how other words and phrases are related. On pages 12 and 13 we learned that rocks are above and below the ground. The prepositions are above and below. Now let's see if we can find a preposition on this page.* Open the book to p. 14. Read aloud *Rocks are on the beach. Where are the rocks? The word on tells me where they are.*

Practice the Strategy Have students look at p. 16. Have them locate and point to the word *in*. *Where are rocks on this page?* Have partners read the page to each other emphasizing the preposition *in*.