Title: Hard As A Rock  Level: E ISBN: 978-1-4007-5488-5 Publisher: Newbridge \_\_

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. thing Write these words and circle the final /k/

2. can’t sound. ro**ck**, brea**k**, thi**ck**, plasti**c**, blo**ck**

3. how, why ound- round, found, sound

 easy-**easily** (in a way that is easy)

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Today we will read a nonfiction book called Hard As A Rock. Let’s look at the cover. What is the same about rock and steel? (both are hard, talk about comparing things to a rock to determine just hard the object is) Ask: What objects do you know that are hard? How can you tell if something is hard?

Read the Table of Contents. Ask: What will you read about first? Which headings ask us questions? What do you think we’ll read about in the section called Try This?

Read the index on p. 12 (introduce difficult vocab.) Identify things that are made from glass, metal, plastic, stone and wood)

Read p. 2-3 together. Talk about how the author structured the pages. She started with 2 questions to get the reader thinking. She made the heading a different color and size to help it catch your attention. She answered the question helping us know how to judge whether an object is hard. (you hear sound if you hit something hard, it does not bend or break easily, it doesn’t scratch easily) Talk about the hard objects in the photos.

Today we will read 2 pages at a time and talk about the information before we turn to the next page. If you finish reading the pages, study the photos and think about what the author wants us to understand. If you have time, reread the pages and think so you have good ideas to discuss with our group.

Before you read, look at the photos and identify which things are hard and which things are soft.

Difficult Words/Vocabulary – p. 3 easily, p. 6 metal, p. 9 buildings

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Think about and learn from text and text features! Stop and think while you are reading!

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

p. 4-5 Read the heading together. Talk about items in the photos that are hard. Ask: How do we determine if things are hard? (will not bend, break, or scratch easily)

Discuss the questions the authors ask. Say: Sometimes authors will ask questions as a way to connect to readers’ experiences.

Have students pick a familiar item and answer the 3 questions on p. 4.

p. 6-7 Help children notice the repetitive pattern of the text. This pattern helps us remember what we read. Why are metal and wood good materials to use in construction? (You can compare this section to the story of the three little pigs and their choices for building their homes.)

p. 8-9 What new idea does the author present here? (some materials like plastic can be both hard or soft) Use the 3 questions to determine hardness to talk about items in the photos and put them into categories of hard or soft.

p. 10 Why is a crab pictured here? (it has both hard and soft body parts) Make connections, try to name other animals that have both hard and soft body parts.

p. 11 Support discussion as children read the three test questions for hardness.

Choose some things in the room and ask the 3 questions and determine if they are hard or soft.

Review the index and why it is included in the book.

Encourage kids to try the activity on the back cover of the book.

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Ask: How did the photos help your thinking? How did you confirm any predictions you made while thinking about the text? Did you think about the author’s question before and after you read the page?

Writing Connection: (5 min.)

Make a T chart and label it hard and soft. Categorize the items in the index by placing them under the correct heading.

Add other items to your T chart.