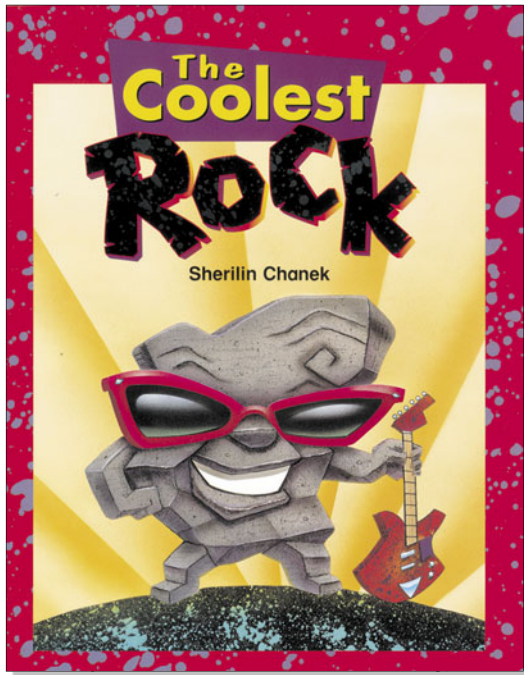


# The Coolest Rock



**Leveling Systems**

Avenues: ●● More Fluent Readers

DRA: NF38

Fountas and Pinnell: N

Lexile: 290

This nonfiction book is told from the point of view of a rock. The rock explains how it changes over time. Science content is presented with definitions and graphics. Photos and fun illustrations provide additional information.

*24 pages, 945 words*

**In This Guided Reading Lesson:**

**Skill Lessons:**

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Adjectives:</b>                      deep/-er                      fancy/-ier/-iest                      heavy/-ier                      smooth/-er                      thick/-est                      tiny/-iest</p> <p><b>Rock Cycle:</b>                      igneous                      lava                      magma                      metamorphic                      sedimentary                      volcano</p>	<p style="text-align: center;"><b>Spotlight STRATEGY</b></p> <p><b>Read Less; Paraphrase</b></p>	<p><b>Illustrate the Rock Cycle:</b>                      Labeled Drawings</p> <p><b>Rock Cycle:</b>                      Presentation</p>	<p>Interpret Graphic Aids (<a href="#">PDF</a>)</p>

## Build Background

**All Kinds of Rocks** Have students work in pairs. One partner sorts the rocks, then makes a statement to tell how they are sorted. For example: *These rocks are big. These rocks are small.* Then the other partner sorts the rocks in a different way and makes a statement, such as: *These rocks are dark. These rocks are light.*

### Materials

- variety of interesting rocks

## Build Vocabulary

**Comparing with Adjectives** Provide defining sentences:

- ▶ Oceans are deep. It can be miles to the bottom.
- ▶ Party dresses are fancy. Some have bows and beads.
- ▶ A bed is heavy. It weighs a lot.
- ▶ A baby's skin is smooth. It is soft.
- ▶ A tree trunk is thick. I cannot get my arms around it.
- ▶ A grain of rice is tiny. It is very small.

Post the chart and demonstrate the three forms of *thick*: **This book is *thick*. This book is *thicker* than this book. This book is the *thickest*.** Then have students add more adjectives to the chart. For adjectives such as *heavy*, show that the *y* changes to *i* before adding *-est*. Finally, have them use the adjectives in sentences.

adjective	(more) adjective + -er	(most) adjective + -est
thick	thicker	thickest

**Picture Dictionary** Assign partners one or two of the Key Vocabulary words. Help students look up their definitions in a dictionary. Students should write the word, draw a picture of it, and write the definition. Compile all the words into a picture dictionary for the group to review before reading the book.

### Key Vocabulary

deep/-er  
fancy/-ier/-iest  
heavy/-ier  
smooth/-er  
thick/-est  
tiny/-iest

### Key Vocabulary

igneous  
lava  
magma  
metamorphic  
sedimentary  
volcano

# 1 Preview the Book

**Cover** This book is part nonfiction and part fantasy. It tells how rocks are formed. That’s nonfiction. The main character is a talking rock. That’s fantasy.

**Pages 2–7** Here is the talking rock on page 5. It was shot out of a **volcano**, or mountain, when the **magma** inside exploded. We can read the yellow boxes on pages 4 and 6 to find out what magma and **lava** are.

**Pages 8–11** When magma cools **igneous** rocks form. Some words compare things. Something that’s **heavy** weighs a lot. **Heavier** means *more heavy*. Heaviest means *the most heavy*. Look at page 11. **Tiny** means very small. What does  **tiniest** mean? That’s right, it means *the most tiny*. Look at the trees. They’re so **thick** that you couldn’t get your arms around them. *Point to the middle tree*. This tree is the **thickest**.

**Pages 12–13** There’s a lot of information on this page. To help me understand, I’ll reread small parts. Then I’ll say them in my own words, or paraphrase. The first paragraph says, *The weather was different every year*. The second says, *I changed*. The third says, *I got smaller*.

**Page 14** There’s a lot of information on this page, too. How can we make it easier to understand? That’s right, we can reread part of it and paraphrase. I’ll read the first few sentences. In my own words, they say, *The water pushed the rock*. The next part says that the rock is small and **smooth**. It’s not rough any more.

**Pages 15–19** When the rock is pushed **deep** into the earth, it becomes a **sedimentary** rock. It’s **fancier** than before—it has stripes! Heat and heavy rocks press down on it. It changes into a **metamorphic** rock.

**Pages 20–23** The rock cycle on page 21 shows how rocks form and change. Rocks have been around a long time!



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Read Less and Paraphrase** Students may experience comprehension breakdowns when they read long passages (pages 5, 11, 14, 16, 20, 23). Remind these students to reduce the amount they read and paraphrase to help them understand the rock cycle and how rocks change.

## 3 Respond to the Book

**Illustrate the Rock Cycle** Display the rock cycle on page 21. Have students draw a rock at different stages of the cycle. Have students label their pictures with words and simple sentences that tell what changed the rock—sun, wind, water, heavy rocks, mud, heat, melting, or cooling. Then have them share their work with a partner.

**Rock Cycle** Use a Cycle Diagram to help students map the rock cycle. Invite students to use the pictures from the “Illustrate the Rock Cycle” activity to give presentations about the rock cycle. One student can narrate and show the pictures as the others act out what happens to the rock. For example, when the magma explodes out of the volcano, students can jump into the air to simulate the explosion.

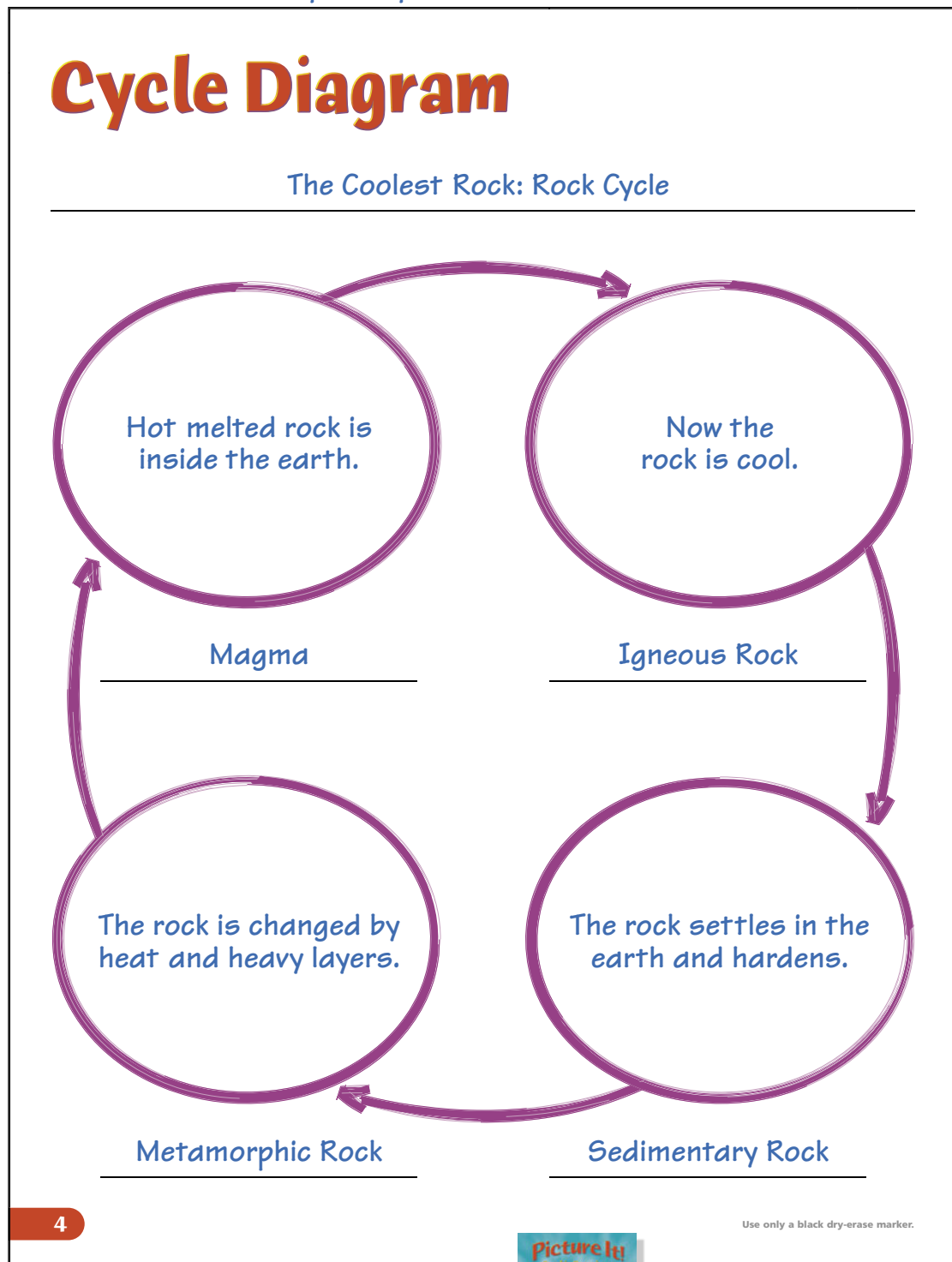
### Materials

- paper
- art supplies

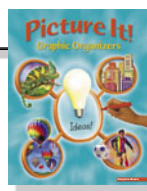
### Materials

- Cycle Diagram from *Picture It! Big Book*, page 4

Answers will vary. Sample response:



4



Picture It! Big Book, page 4

# from The Coolest Rock

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	I'm a rock. I've been around. I may not be the oldest rock you will ever see, but I am older than you and your grandparents, and their grandparents, too. Over the years my size and shape have changed many times. Sometimes I change so much that I hardly know myself. Before I was a rock I was hot stuff. Really.		
5	A long, long time ago I was part of a huge sheet of melted rock deep under the ground. It was very hot there, inside the earth. One day, the melted rock pushed up inside a mountain. It pushed harder until the mountain blew its top. The mountain that exploded was called a <i>volcano</i> . From that volcano I was blown out into the world.		
		Total	Total

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**

$$(125 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 125 \text{ words} = \text{_____} \%$$

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>