

Lets' Go Rock Collecting

Optional Lesson, Book 12

Sample Summary:

Some people collect rocks. Rocks are old and easy to find. Some rocks, like diamonds, are rare. Rocks last a long time. The earth's crust is made of rock. The melted rock inside the earth is called magma. When the rock cools it becomes igneous rock. It is very hard. Diamonds are the hardest kind of rock. Sedimentary rock is made from layers of mud, sand, and pebbles. The third kind of rock is metamorphic rock. That means the rock was made by changes in heat and pressure. You can collect rocks and have fun.

Making Words

Letter Cards: e i u c p r s t

Book Word: pictures (page 5)

- Take three letters to make *tip*.
- Change a letter to make *rip*.
- Add a letter to make *trip*.
- Add a letter to make *strip*. *She wrote her name on a strip of paper.*
- Add a letter to make *stripe*.
- Change one letter and rearrange to make *purest*.
- Now use all your letters to make a word with the ending syllable *ture*—from your book, *pictures*.

Sorts

- words that rhyme
- words with two syllables
- words with a short *i* sound
- words with a long *i* sound

Summarizing

Using the completed graphic organizer, model summarizing the first section of the book orally; then write your summary on chart paper. Have a volunteer use the graphic organizer to add to the summary. Write it on chart paper. Follow this procedure to summarize the last part of the book.

Decoding Longer Words

Common Ending Syllables *ture*, *tion*

Teach/Model Tell students that unfamiliar-looking words may be made of known word parts, or chunks. One kind of chunk is called a syllable. Students should recall that a syllable has just one vowel sound. The letters **t-u-r-e**, often pronounced /**chər**/, and the letters **t-i-o-n**, often pronounced /**shən**/, are syllables commonly found at the end of words.

Have students spell each second syllable listed in the second column. Encourage them to use their own words to tell what a syllable is.

Use the first word, **capture**, to model chunking words into syllables.

MODEL I'll chunk this word before the ending letters **t-u-r-e**, since those letters often make a syllable. That leaves the first syllable **cap**. I say the syllables separately, then together: **cap, ture, capture**. I recognize the word.

Have students take turns similarly modeling the chunking of the remaining words. Review the concept of an open syllable, as in **nature** and **nation**; and a closed syllable, as in **capture** and **caption**.

Review students' answers to the questions under the chart.

Connect to Strategy CLARIFY/PHONICS Have students review the steps of the CLARIFY/PHONICS strategy (Poster 3). Write this sentence on the board and read it aloud, skipping the word **friction**. Model using the strategy, as shown below:

Your hands become warm when you rub them because of friction.

MODEL I know every word in the sentence except this one (underline **friction**). I'll make a chunk of **t-i-o-n**, since it's likely to be the syllable /**shən**/. That leaves the first syllable **fric**. I say the syllables separately, then together: **fric, tion, friction**. I've heard of friction; it's a kind of force.

Practice A Partners complete items 1–5. Students then take turns saying the words.

Practice B Read the directions and go over item 1 with the group. Students complete the items on their own. Afterward, discuss the meanings of the phrases.

Apply/Comprehension Check

Students work independently. For the Apply items, have them tell how they used the CLARIFY/PHONICS strategy to figure out each word with the syllable **ture** or **tion**, as well as any other words in the text. Discuss responses to the Comprehension Check.

Making Words

Use the activity to the left. See pp. T65-T67 to review the procedure.