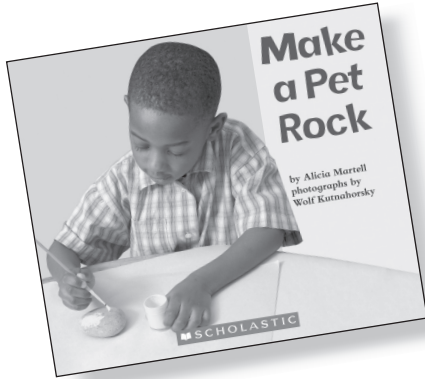


Make a Pet Rock



Written by Alicia Martell

Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Procedure — Instructions

Guided Reading Level: D

Summary: Through step-by-step instructions and supporting photographs, students are shown the materials and procedure for creating a pet rock.

Word Count: 56

High-frequency Words: *a, can, is, the, to, we*

Text features

Visual Literacy

- ▶ labels

Print Concepts

- ▶ numbered step-by-step instructions

Text Supports

- ▶ familiar vocabulary
- ▶ one sentence per page
- ▶ photographs support the text

Possible Text Challenges

- ▶ no repeated language pattern
- ▶ some difficult vocabulary: *smooth, google, fabric, pom-poms*
- ▶ labels

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues to assist with the recognition of unfamiliar words
- ▶ using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ match word-by-word when reading
- ▶ make connections between the text and personal experience
- ▶ sequence: retell the steps for making a pet rock
- ▶ use picture cues to read unfamiliar words
- ▶ use beginning sounds to read unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show the front cover and read the title. Show the back cover and read the text. Indicating the front cover, ask, *What do you think the boy is doing in this photograph?*

Ask students if they have ever seen a pet rock. If they are unfamiliar with pet rocks, explain the concept. Ask, *What would it be like to have a rock as a pet? What might be some good things about having a pet rock? What wouldn't be so good about it?*

Ask, *What might you need to make a pet rock?* Discuss the idea that you would need to make the rock look as though it has a face. Discuss what would be needed to make a face: eyes, ears, nose, etc.

ESL Note: Make a list of materials needed to make a pet rock (e.g., felt, glue, paint, crayons) and discuss how they can be used.

Visual literacy

Overcoming Text Challenges

Hand out copies of the book. Take students on a picture walk through pages 2, 3, 4, and 5. Discuss the photographs. Lead the discussion to indicate that this book is going to give them the instructions they need to make a pet rock of their own. Tell them it will show them what they need.

On page 3 ask, *What do you think you will need first?* Help students to understand that they start with a plain, smooth rock. You might wish to ask why they think the rock should be smooth. As they look at pages 4 and 5, ask, *What do you think all of the items pictured on this page could be used for?* Lead students to see that these pages show them all the things they might use to make their pet rock. Ask, *Look at the words in the little boxes. What do you think they tell you? Why are there arrows pointing to each item in the picture?* If students have any difficulty, explain that the word in the box beside each item tells what it is and the arrow points to the actual item. Give examples, using *google*, *fabric* and *pom-poms* as you point to the objects and read the words. Invite students to name some other items and “read” the words beside them.

Sequencing

Setting a Purpose

Say, *I want you to read this book to find out how to make a pet rock.*



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to all students read at least part of the book, since at this level students will most likely be vocalizing as they read. Assist as needed with word-solving strategies, vocabulary, punctuation, and comprehension strategies. Monitor for use of pictures and beginning sounds as they encounter unknown words. Possible prompts: *Make sure you look at the pictures to help you with words. What do you think they are adding here? Look at the first letter.*

Note students' successful use of reading strategies and any difficulties they may encounter.

If students finish before others have completed the reading, encourage them to go back and reread, then discuss with a partner how to make a pet rock.



AFTER READING

Sequencing

Discuss the steps described in the book for making a pet rock. Ask, *What did the children need first? What other materials did they use?* If students have difficulty recalling the steps in order, model how to go back to the text and check.

Word solving and building

Revisit any challenging words (e.g., *smooth*) and ask students what strategies they used to work them out.

Point out positive reading strategies you observed during the lesson. For example, *I saw Sunita using the pictures to help her figure out words she didn't know. I saw Anne use the beginning sound to help her work out the word nose. That's what good readers do.*

Making connections: text to self

Ask students, *If you made a pet rock, what would it look like? What would you name it?*

Rereadings

Provide opportunities for each student to read the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Make Your Own Pet Rock

Making connections: text to self

Have students create their own pet rock using the same or similar materials as those in the book. As a variation, you might suggest making a pet rock that looks like their favourite pet or one that looks like a wild animal that they would like to have as a pet.

How to Make a Pet Rock

Sequencing

Provide students with a copy of the BLM. Ask them to cut out the steps and glue them in order. They can draw a picture of their pet rock on the back of the page.

Onset and Rime

Word solving and building

The rime "ock" is one that students can build on to read new vocabulary through analogy or to create new words when they are writing. Give students magnetic letters or letter cards for the letters "b," "l," "s," "d," "i," "c," and "h." Ask them to join you as you model how to manipulate the letters to form new words. These words can be recorded and read out at sharing time. The materials for this activity can be made available to students for use at the Literacy Centre.

How to Make a Pet Rock

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____


6. _____

Make the ears and a nose. 

Paint the rock. 

Wash and dry the rock. 

Make the hair. 

Make the mouth. 

Make the eyes. 