

Here's What You'll Get in the Rocks and Minerals Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Guided Reading Level

Retelling and Summarizing
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: 4

1
Get Ready to Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your own confused

Summary
Rocks and Minerals is a nonfiction book full of true facts about the rocks and minerals found in our world. While reading this book you will use photographs, captions, labels, and other features of nonfiction text to learn lots of interesting facts about rocks. By the time you're done reading you'll know what all rocks are made of, the three categories in which all rocks can be sorted, the interesting ways rocks are formed, and more.

Link to What You Know

- What information do you already know about rocks?
- Describe some different rocks you've seen before. What color were they? What shape? Where did you see them?

Important Words to Know and Understand

Crystal – The shape a mineral takes in a rock when the rock forms

Geologist – A scientist who studies rocks

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

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By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: 4

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 8 to 11 – What are minerals? How do the pictures and captions on these pages help you understand minerals?

Pages 12 to 19 – Describe the three groups all rocks can be sorted into. How does the author use the headings on these pages to help organize the information?

Pages 22 to 23 – In your own words, explain how the rock cycle works. How does the diagram on this page help you understand the rock cycle?

Page 24 – What does this page teach you about fossils? How do the pictures and captions help you understand fossils?

Pages 26 to 29 – How do humans use rocks in different ways? Use evidence from the text to support your answer. How did the pictures and captions on these pages help you as a reader?

Time to Reflect
Think – What type of information did you use when you retold and summarized **Rocks and Minerals**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in **Rocks and Minerals**. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Rocks and Minerals**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: 4

1
Get Ready to Read
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your own confused

3
Make Connections While Reading
✓ Make connections between what you read and what you know
✓ Write your own confused

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

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Time to Reflect
Think – What type of information did you use when you retold and summarized **Rocks and Minerals**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in **Rocks and Minerals**. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Rocks and Minerals**. (Remember to include examples from the book!)

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Visualizing
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: 4

1
Get Ready to Read
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your own confused

3
Visualize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

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Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in **Rocks and Minerals**. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Rocks and Minerals**. (Remember to include examples from the book!)

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Making Connections

Visualizing

Understanding Text Structure
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: 4

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Get Ready to Read
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your own confused

3
Understand Text Structure While Reading
✓ Notice the names of the characters and

4
Notice the Work You Did While Reading
✓ Think
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Time to Reflect
Think – What type of information did you use when you retold and summarized **Rocks and Minerals**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in **Rocks and Minerals**. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Rocks and Minerals**. (Remember to include examples from the book!)

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Asking Questions
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: 4

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Learn About Comprehension Strategies
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Ask Questions While Reading
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Notice the Work You Did While Reading
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Understanding Text Structure

Asking Questions

Practice Pages and Answer Keys

Answer Key for Retelling and Summarizing with Rocks and Minerals

Your Turn to Practice Retelling and Summarizing with Rocks and Minerals

Pages 8 to 11:
What are minerals?

Pages 12 to 19:
Describe the three groups all rocks can be sorted into. How does the author use the headings on these pages to help organize the information?

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Pages 26 to 29:
How do humans use rocks in different ways? Use evidence from the text to support your answer. How did the pictures and captions on these pages help you as a reader?

Answer Key for Making Connections with Rocks and Minerals

Your Turn to Practice Making Connections with Rocks and Minerals

Pages 8 to 11:
What are minerals?

Pages 12 to 19:
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Pages 22 to 23:
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Answer Key for Visualizing with Rocks and Minerals

Your Turn to Practice Visualizing with Rocks and Minerals

Pages 8 to 11:
What are minerals?

Pages 12 to 19:
Describe the three groups all rocks can be sorted into. How does the author use the headings on these pages to help organize the information?

Pages 22 to 23:
In your own words, explain how the rock cycle works. How does the diagram on this page help you understand the rock cycle?

Page 24:
What does this page teach you about fossils? How do the pictures and captions help you understand fossils?

Pages 26 to 29:
How do humans use rocks in different ways? Use evidence from the text to support your answer. How did the pictures and captions on these pages help you as a reader?

Answer Key for Asking Questions with Rocks and Minerals

Your Turn to Practice Asking Questions with Rocks and Minerals

Pages 8 to 11:
What are minerals?

Pages 12 to 19:
Describe the three groups all rocks can be sorted into. How does the author use the headings on these pages to help organize the information?

Pages 22 to 23:
In your own words, explain how the rock cycle works. How does the diagram on this page help you understand the rock cycle?

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Pages 26 to 29:
How do humans use rocks in different ways? Use evidence from the text to support your answer. How did the pictures and captions on these pages help you as a reader?

Answer Key for Understanding Text Structure with Rocks and Minerals

Your Turn to Practice Understanding Text Structure with Rocks and Minerals

Pages 8 to 11:
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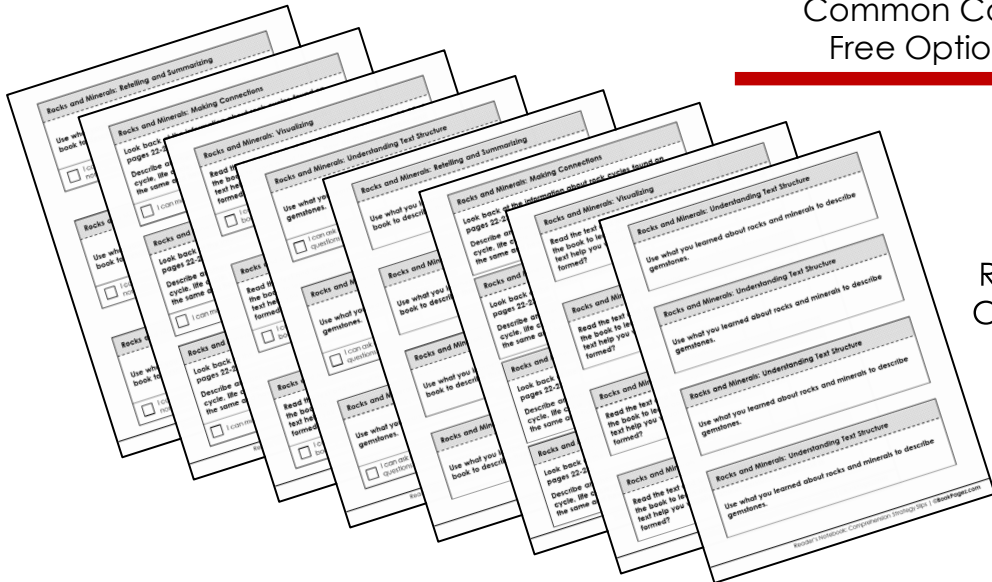
Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com



Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Retelling and Summarizing

Making Connections

Visualizing

Asking Questions

Understanding Text Structure

Retelling and Summarizing

Making Connections

Visualizing

Asking Questions

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Rocks and Minerals
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: J

Word Work

Instructional Focus:
Short Vowel Sounds

Background:
A single vowel (a, e, i, o, u) in the middle of a syllable is usually short.

Examples:

Short a	That	Brat	Chat	flat
Short e	Fret	Yet		
Short i	Quit	Spit		
Short o	Not	Spot		
Short u	Shut	Strut		

Materials and Preparation:

- A Copy of *Rocks and Minerals*
- Chart Paper
- Marker
- Sticky Notes
- Short Vowel Sound Cards
- Short Vowel Sounds Practice Page
- Optional - Word Detective Worksheet

Sample Anchor Chart
When a vowel stands alone in the middle of a syllable, the vowel is usually short.

A	E	I	O	U
Scan	Red	Grin	Hag	Shut
Cabin	Met	Planic	Rad	Butter

Step 1: Introduce the Focus of Word Work

Introduce Short Vowel Sounds

- Direct students' attention to the anchor chart.
- Read the rule of thumb for vowels found in the middle of syllables aloud to the class.
- Read the words in the chart together as a class. Clap each syllable as you read the words.
- Ask students to identify the vowel in the middle of the syllable. Circle the vowels so they stand out.
- Invite students to turn and talk to a partner to brainstorm more examples of short vowel sounds in the middle of syllables. Add them to the chart as you discuss.

Short Vowel Sounds in the Text

- Explain to students that the book they are reading today will have many examples of short vowel sounds.
- Show students **page 4** of *Rocks and Minerals*. Point out the words that follow the pattern in the first sentence. These include walk and around.
- Tell the students to listen carefully for short vowel sounds and look at the page while you read. Ask students to give a thumbs up when they hear one of these words. As students respond, you can add the words to the chart. The words that follow the rule include: under, black, fan, brown, pink, red, sparkle, different, and colors.
- Pass out one sticky note to each student. Explain that they are going to listen as you read the rest of the chapter titled *Rocks and Minerals* and when they hear or see a short vowel sound in the middle of a syllable, they should write the example on the sticky note and identify which short vowel sound the syllable contains.
- After reading the chapter, have students share their examples with the class. Discuss the examples they heard and saw and add the short vowel examples to the anchor chart.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Examples of Short Vowel Sounds Found in the Text:

- rocks
- with
- just
- magma
- minerals
- tectonic
- happen
- fan
- pick
- out
- element
- mineral
- black
- lots
- can
- wind
- this
- past
- fasts
- red
- hands
- not
- bottom
- stare
- factory
- living

Rocks and Minerals
By: Kathleen Weidner Zoehfeld
Grade Level: 2 / Guided Reading Level: J

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they are now going to practice what they've learned by playing a short vowel sound sorting game.
- Divide students into pairs.
- Give each pair a set of **Short Vowel Sound Cards** and a **Sorting Page**.
- Tell the students to shuffle their cards and form a deck of cards.
- Instruct students to take turns drawing a card from the stack and placing it in the correct stack based on the short vowel sound.
- Students can race to see who can sort them the fastest.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the word work **Short Vowel Sounds Practice Page**.
- Read through the directions with the class and allow students to complete the page individually.
- Monitor students while they work or conference with students to assess mastery of this word pattern.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **short vowel sounds** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Sorting Page
Interactive Activity






A		E
	I	
O		U

Guided Word Work Practice | @BookPagez.com






Independent Practice Page

Short Vowel Sounds
Word Work Practice Page

Directions: Draw a line to match the picture to the correct vowel sound found in the middle of the syllable.

	A
	E
	I
	O
	U

Directions: Complete the spelling of the words in the chart below by providing the vowel.

Picture Clue	Beginning Sound	Vowel Sound	Ending Sound
	R		T
	DR		M
	ST		CK
	R		CK
	B		D

Name: _____ Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Short Vowel Sounds
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **short vowel sounds** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work - Extension Activity | @BookPagez.com

Assessments

Running Record

Title: Rocks and Minerals Guided Reading Text Level: J Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/secondsread x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
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Page	Text	COUNT				INFORMATION USED
		E	SC	MSV	SC	E SC MSV
4	Rocks Are Everywhere Walk outside and look around. You may see rocks right under your feet. Are they gray or black, tan or brown? They might be green, blue, white, pink, or even red. Or maybe they sparkle with lots of different colors!					

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record Assessment

Name: _____
Score: / 9

Rocks and Minerals
CCSS Assessment

Directions:
Use what you know about **Rocks and Minerals** to answer each of the following questions.

- Which of these is NOT a topic found in the book?
 - A Rock Cycle
 - B Igneous, Metamorphic, and Sedimentary Rocks
 - C Coal Rock Facts
 - D How to Skip a Rock
- Which of these words best describes the main idea of this book?
 - A Gemstones
 - B Rocks
 - C Fossils
 - D Limestone
- Which of these best describe the way in which rocks are formed?
 - A Hot magma erupts from a volcano.
 - B Tectonic plates crash into each other.
 - C Small pieces of rock that have been broken apart.
 - D Humans take colorful gemstones and use them to make jewelry.
- Which part of the book is the best place to find information about rocks?
 - A Glossary
 - B Table of Contents
 - C Stump Your Parents Quiz
 - D Fossils Chapter

- What is the purpose of captions? (RI.2.5)
 - A The captions tell us the definition of vocabulary words.
 - B The captions tell us the name and page number of chapters.
 - C The captions tell more about the photographs in the book.
 - D The captions were included because the author had extra space to fill on the page.
- Which of these sentences best describe the author's purpose for writing this book? (RI.2.6)
 - A The author wants to teach us about rocks and minerals.
 - B The author wants to entertain us with a story about rocks.
 - C The author wants to convince us to go rock climbing.
 - D The author wants to make us laugh with rock jokes.
- Why did the author of the book choose to include a diagram of the rock cycle? (RI.2.7)
 - A The diagram adds color to the book.
 - B The diagram shows us real photographs of rocks.
 - C The diagram gives us definitions of words we don't know.
 - D The diagram helps us visualize the steps of the rock cycle.
- The author tells us that rocks can be used in many ways. Which of these is NOT an example of the ways humans use rocks? (RI.2.8)
 - A Humans make gemstone jewelry using rocks.
 - B Humans use rocks for food.
 - C Humans use rocks to construct sidewalks and buildings.
 - D Humans use rocks to study fossils.
- According to the text, what is one way that all rocks are the same? (RI.2.9)
 - A All rocks are the same color.
 - B All rocks are found in the same place.
 - C All rocks are made of minerals.
 - D All rocks are created the same way.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Think back to the three different rock groups we learned about on pages 12-19 of **Rocks and Minerals**: igneous, sedimentary, and metamorphic. Create a comic strip explaining how one of these rock types is formed. Be sure to include captions with your pictures to explain how the rock is formed.

Rock Formation Comic

Rock Type: _____

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

Rocks and Minerals Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Rocks and Minerals correlate with the following English Language Arts Common Core State Standards for second grade.

Reading and Summarizing Lesson Plan and Resources

Reading: Informational Text
RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2 - Identify the main topic and the author's purpose for a particular text as well as the focus of specific paragraphs within the text.
RI.3 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.4 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.10 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Rocks and Minerals CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

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RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.10 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Rocks and Minerals CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

Rocks and Minerals Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Rocks and Minerals correlate with the following English Language Arts Common Core State Standards for second grade.

Reading and Summarizing Lesson Plan and Resources

Reading: Informational Text
RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2 - Identify the main topic and the author's purpose for a particular text as well as the focus of specific paragraphs within the text.
RI.3 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.4 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Rocks and Minerals CCSS Alignment | @BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Rocks and Minerals Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Rocks and Minerals correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language
L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.8 - Identify readable connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Rocks and Minerals CCSS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Rocks and Minerals Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Rocks and Minerals correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Rocks and Minerals CCSS Alignment | @BookPagez.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Rocks and Minerals Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para Hacer preguntas con Rocks and Minerals (Rocas y minerales)

Página 3:
Mire la tabla de contenido en esta página. ¿Qué preguntas te preguntan los títulos de los capítulos?

¿Por qué estas preguntas son importantes para ti?

Páginas 8 a 9:
El título nos dice que estas son páginas sobre los minerales. Mire el texto, las imágenes y las etiquetas en estas páginas. ¿Qué preguntas te hacen preguntarte estas páginas?

Páginas 12 a 19:
Estas páginas describen los grupos de rocas en las que caen todas las rocas. ¿Qué preguntas tienes sobre los diferentes grupos de rock?

Nombre: _____ @BookPagez.com

Page by Page
Guided
Questions

Answer Key

Hacer preguntas con Rocks and Minerals (Rocas y minerales)

Páginas 20 a 21:
Estas páginas enumeran datos interesantes sobre las rocas. ¿Qué preguntas te hacen preguntarte por estos hechos rocosos?

Las respuestas varían. Podrían incluir: El segundo hecho me hace preguntarme si hay herramientas que usan diamantes para cortar materiales duros como el acero.

¿Por qué tus preguntas son importantes para ti?

Las respuestas varían. Podrían incluir: Esta pregunta es importante para mí porque quiero saber cómo se usan las rocas para hacer cosas.

Páginas 22 a 23:
Mire el diagrama y lea el texto sobre el ciclo de la roca en estas páginas. ¿Qué preguntas tienes sobre el ciclo de la roca?

Las respuestas varían. Podrían incluir: Estas páginas me hacen preguntarme cuánto tiempo tarda una roca en atravesar el ciclo de la roca?

¿Cómo estas preguntas te ayudarán a entender el ciclo de la roca?

Las respuestas varían.

Nombre: _____ Answer Key | @BookPagez.com

Sample answers
written in Spanish

Volver a contar y resumir con Rocks and Minerals (Rocas y minerales)

Tu turno para Volver a contar y resumir con Rocks and Minerals (Rocas y minerales)

Hacer conexiones con Rocks and Minerals (Rocas y minerales)

Tu turno para Hacer conexiones con Rocks and Minerals (Rocas y minerales)

Visualizar con Rocks and Minerals (Rocas y minerales)

Tu turno para Visualizar con Rocks and Minerals (Rocas y minerales)

Entender la estructura del texto con Rocks and Minerals (Rocas y minerales)

Tu turno para Entender la estructura del texto con Rocks and Minerals (Rocas y minerales)

Retelling and Summarizing

Visualizing

Making Connections

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

Usa lo que aprendiste de las fotografías y el texto del libro para describir tres formas en que las rocas son útiles.

Puedo usar diagramas e imágenes para ayudarme a entenderla no ficción. CCSS: RI.2.7

Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

Usa lo que aprendiste de las fotografías y el texto del libro para describir tres formas en que las rocas son útiles.

Puedo usar diagramas e imágenes para ayudarme a entenderla no ficción. CCSS: RI.2.7

Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

Usa lo que aprendiste de las fotografías y el texto del libro para describir tres formas en que las rocas son útiles.

Puedo usar diagramas e imágenes para ayudarme a entenderla no ficción. CCSS: RI.2.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Common Core Free Option

Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

Usa lo que aprendiste de las fotografías y el texto del libro para describir tres formas en que las rocas son útiles.

Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

Usa lo que aprendiste de las fotografías y el texto del libro para describir tres formas en que las rocas son útiles.

Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

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Rocks and Minerals (Rocas y minerales): Volver a contar y resumir

Usa lo que aprendiste de las fotografías y el texto del libro para describir tres formas en que las rocas son útiles.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Retelling and Summarizing
Title: _____

What is this book about?

Retelling and Summarizing
Title: _____

What is the topic of your book?

Circle the nonfiction text features you see in your book:
Photographs Glossary Index
Captions Labels Table of Contents

Choose two text features. Tell how each text feature helped you learn about the topic of your book.

Text Feature	What I learned from the text feature

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Retelling and Summarizing with Nonfiction Text Graphic Organizer, Stage 1 | @BookPagez.com

Retelling and Summarizing

Making Connections
Title: _____

Think about the book. What does the book remind you of?

Making Connections
Title: _____

Circle the nonfiction text features you see in your book:
Photographs Glossary Index
Captions Labels Table of Contents

Name one text feature that helped you make a connection.

Circle the type of connection you made.

Text-to-Text	Text-to-Self	Text-to-World
I have read about this before.	This reminds me of something that happened in my life.	This reminds me of something that happened in the real world.

Tell about your connection.

Tell About the Text Feature	Tell About Your Connection

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Making Connections with Nonfiction Text Graphic Organizer, Stage 1 | @BookPagez.com

Making Connections

Visualizing
Title: _____

What page did you use to practice visualizing?

Visualizing
Title: _____

List three non-fiction text features in your book.

1. _____
2. _____
3. _____

Which text feature helped you visualize the information in your book?

Draw a picture of your mental image.

How did visualizing the information help you as a reader?

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Visualizing with Nonfiction Text Graphic Organizer, Stage 1 | @BookPagez.com

Visualizing

Asking Questions
Title: _____

What information do you want to know about _____?

Asking Questions
Title: _____

What is one question you have about the information in your book?

Test feature: _____

Test feature	Yes	No
Look at the photographs in your book. Can you find the answer there?		
Look at the captions in your book. Can you find the answer there?		
Look at the table of contents in your book. Can you find the answer there?		
Look at the index in your book. Can you find the answer there?		
Look at the glossary in your book. Can you find the answer there?		
I found my answer. How?		
I am still looking for an answer. Tell me.		

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Asking Questions with Nonfiction Text Graphic Organizer, Stage 1 | @BookPagez.com

Asking Questions

Understanding Text Structure
Title: _____

What is the main idea of your book?

Understanding Text Structure
Title: _____

Circle the nonfiction text features in your book.

Text Feature	Where the Text Structure was Used	How the Text Structure Helped Me
Photographs		Description
Captions		Sequence
Table of Contents		Cause and Effect
Glossary		Problem and Solution
Index		Compare and Contrast

Tell how one of the text features in your book helped you understand text structures by completing the chart below.

Test feature: _____

How the text feature helped me understand the text structure: _____

Directions: 1. Answer each of the questions. 2. Carefully cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Understanding Text Structure with Nonfiction Text Graphic Organizer, Stage 1 | @BookPagez.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Piense en los tres grupos de rock diferentes que aprendimos en las páginas 12-19 de **Rocas y minerales**: ígneas, sedimentarias y metamórficas. Crea una tira cómica que explique cómo se forma uno de estos tipos de roca. Asegúrate de incluir leyendas con tus imágenes para explicar cómo se forma la roca.

Formación de roca Comic

Tipo de roca: _____
