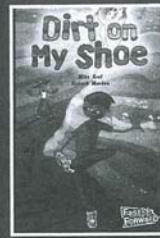


Dirt on My Shoe



Before Reading

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about two families who are hiking along a trail in a canyon where fossils have been found.

Text Type

Draw students' attention to the:

- author and illustrator
- title
- chapter headings and blurb.

Ask "What type of book is this?" (Narrative). How do you know?

Visual Literacy

Look at the front cover and describe where you think this boy and girl are. What is the boy doing? What is the girl doing?

Browse the first few pages of the story. Where and when do you think the story is set? What visual clues lead you to these ideas?

Describe the features of this landscape. What does it remind you of?

Background Knowledge

What are fossils? Where do you find fossils? What types of things can become fossils? What type of people look for fossils? What do scientists learn from looking at fossils? If you found a fossil, what do you think you should do to it?

Phonological Awareness

Make sure students are able to break words into syllables. How would you explain syllables to another person? Do all syllables contain a vowel? Which syllables are words? (e.g. sand, rain, stone, bow) Discuss how syllables can help you spell or read new words.

signs: 1 syllable; hand / ful: 2 syllables;
mi / cro / scope: 3 syllables;
pal / e / on / tol / o / gi / cal: 7 syllables.

Write high frequency and vocabulary words on cards. Group the words according to the number of syllables. Students read the words, clap the syllables, then cut the words into syllables (i.e. fam / il / ies,

Vocabulary

ancient, boulders, canyon, colourful, dinosaurs, families, fossilised, guided, jugged, microscope, paleontological, rainbow, ranger, ravine, sandstone, trail

foss / il / ised). Mix up the syllables and have students remake the words. Can you make other new words using the syllables? Which syllables can be found in other words? (e.g. mi /, / scope /, / cal)

High Frequency Words

added, alongside, although, answered, continued, explained, handful, minutes, observed, responded, scattered, searched, sift, signs, suggested, those, tossing

Identify base words that have suffixes (e.g. added, signs, handful, tossing). List the suffixes. Students write new words for each base word by adding different suffixes. Students draw a 3 x 3 grid and then write nine of the words onto their grid. Include previously learned words. Call out words randomly. Students circle the words on their grid. The winner is the first student to circle all of their words on their grid.

During Reading

Vocabulary in Context

Define 'paleontological' using a dictionary. Make new words by changing the final syllable (e.g. paleontologist, paleontology). How does the changing the final syllable affect the word's meaning? What would people do on a paleontological dig?

Find the origin of 'micro' and 'scope' (Greek, 'micro' meaning small, 'scope' meaning look at). What other words contain these word parts? (i.e. telescope, microphone) Make a connection with the word meanings and their origins.

Checking for Meaning

Literal:

What do Kaitlyn and Jordan do during the hike? (Try to find fossils)

What types of fossils were found in the canyon? (Fossils of large and small dinosaurs, sea shell and plant fossils)

What is Jordan going to do with the dirt when he gets home? (Look at it under a microscope)

Inferential:

Why is the canyon called the Rainbow Ravine Trail?

What does Jordan hope to see in the dirt?

Make sure students understand the difference between literal and inferential information.

Response:

Should Jordan have taken dirt away from the canyon?

Would the ravine be an interesting place to visit?

What factual information did the author need to know to be able to write this book?

Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation – introduces the main characters and the setting: Jordan, Kaitlyn and their families are hiking the Rainbow Ravine Trail. (pp.4–5)
- Complication – the sequence of events develops a problem for the main character: Jordan and Kaitlyn run into a canyon. They look for fossils but find only rocks. (pp.6–13)
- Resolution – The problem is resolved: A ranger explains that fossils become part of the soil. Jordan tips dirt from his shoe into a cup to put under a microscope. (pp.14–24)
- Use of nouns referring to the characters and things the story is about: *Jordan* (p.4), *canyon* (p.6), *fossils* (p.9)
- Use of adjectives to describe nouns and build noun groups: *the steep cliffs* (p.8), *ancient life* (p.10), *paleontological dig* (p.19)
- Use of adverbial words and phrases of time, manner and place to build story information: *As they were walking along* (p.4), *turning over several stones* (p.10), *above the trail* (p.12)
- Use of action verbs and verb groups describing actions: *catch their breath* (p.7), *searched* (p.10)
- Use of saying and thinking verbs: *realised* (p.7), *echoed back* (p.8), *answered* (p.9)

Fluency / Punctuation Patterns

Highlight the narrative text, dialogue and speaking verbs and phrases. Organise students into pairs to read the dialogue between the characters. Students rehearse their dialogue, taking note of speaking verbs and phrases. The teacher reads as the narrator with the students reading the dialogue to create a readers' theatre.

These punctuation patterns occur in the text:

- Use of quotation marks in direct speech: "Hello up there," his dad shouted. (p.12)

- Use of commas and lower case letters when direct speech is interrupted by speaking verbs and phrases: "In fact," the ranger continued, "we have found fossils up here ..." (p.16)
- Use of question marks and exclamation marks after words and before the quotation mark in direct speech: "Hello!" Jordan called out. (p.8) "What are you going to do with all that dirt?" Kaitlyn asked. (p.24)
- Use of capital letters for proper nouns: *Rainbow Ravine Trail* (p.4), *Jordan* (p.18)

Critical Literacy

What connection is there between the title and the story? Did the title give clues as to what the story would be about? List ways of finding out what a story is about before reading the book.

Linking Visual and Written

Describe a canyon and a ravine as shown in the illustrations. What is the difference between them?

Compare Jordan's shoes at the beginning of the story (p.5) with how they look at the end of the story (p.22). What has happened to them? Do you think Jordan cares?

What is Jordan going to do with the dirt he puts into the cup? What do you think he will find? What is sitting on top of the dirt in the cup?

After Reading

Revise punctuation for writing direct speech. Find the saying verbs and thinking verbs that replace 'said' in the text. List more interesting words other than said. Students create other dialogue between the characters using interesting saying and thinking verbs.

Activities

Students will:

- make and justify opinions about statements in the story
- locate and write words breaking them into syllables
- locate and write base words with suffixes added in a word find
- punctuate direct speech, and add saying verbs other than 'said' to complete direct speech.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

