

### Strand: Matter

### Theme: Texture

**Purpose for Reading:** To learn about rough and smooth surfaces, and objects that have them.

**Comprehension Strategies:** Determining importance, summarizing, comparing and contrasting.

### Vocabulary

*Dictionary Words:* animals, fruit, kitchen tools, tyres, trees

*Vocabulary Words:* apple, dolphin, elephant, grater, monster-truck tyre, pineapple, racing-car tyre, rolling pin, wattle, yucca

*High-Frequency Words:* are, at, has, have, here, is, it, its, look, no, not, on, one, other, some, the, there, these, two, very, what

### Before Reading

- Ask the students to suggest other words to describe rough or smooth. Make a list of the words they suggest under the headings *Rough* and *Smooth*.
- Look at the cover and title page photos and ask the students to suggest items that are either rough or smooth. Add this new information to the list.

### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at the photos. Read and discuss the labels.
- For each photo ask the students to suggest which item is rough and which is smooth. Add any new information to the list.

### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the photos. Begin with the elephant. Ask the students to look at it and describe its skin. *Is it rough or smooth? What other words could be used to describe the elephant's skin?* Now ask them to look at the dolphin. *Is its skin rough or smooth? What other words could be used to describe the dolphin's skin?*
- Pages 6–7: Ask the students to look at these pages and discuss the bark of the trees. *Do the trees have rough or smooth bark? What other words could be used to describe the trees' bark?*
- Pages 8–9: Talk with the students about these photos. Ask them to compare the pineapple's skin and the apple's skin. *Which is rough and which is smooth? What other words could be used to describe the skin?*
- Pages 10–11: Ask the students to look at these photos and describe what they can see. Ask them what the difference is between the two tyres.
- Pages 12–13: Ask the students to look at these two photos and describe the surfaces of the two objects. *Is one smooth and one rough?*
- Pages 14–15: Invite the students to look closely at the chart and discuss what it shows. Discuss the features of the chart, for example, the title. Ask the students how the chart is similar to the one they made before reading. *How might it help with reading and understanding the book?*

## Read the Book

- Ask the students to return to the title and read it independently.
- Ask them to turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Ask the students to read the book independently. Tell them to read with their eyes, pointing only if they get lost or need help to work out difficult words.
- Ask the students to use the features of the book to help with reading and understanding the text, e.g. the picture dictionary, labels, and chart.

## After Reading

### Comprehension

- Have the students compare and contrast the rough and smooth things from the book. Ask questions, such as *What makes the pineapple's skin rough? What makes the apple's skin smooth? What is the difference between the two tyres?*
- Discuss with the students what they think is important in the text. Ask questions, such as *Is it important to describe the elephant's skin as wrinkly? Why? Is it important to compare the two tyres? Why?*
- Ask the students to summarize the text in two sentences.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *one* in the text. Read the sentences containing the word *one* together. Invite the students to volunteer other sentences that have *one* in them. Write them on the board. Invite volunteers to come and write the word *one*. Add *one* to a high-frequency word chart or word wall.

- Talk to the students about synonyms – words that have a similar meaning. For example, *rough/wrinkly*. Invite the students to find other examples in the text and suggest new ones.

### Oral Language

- Have the students work with a partner. Take turns to ask and answer questions from the book. For example, *How would you describe the dolphin's skin?*

### Writing

- Have the students choose one item from the book and write two important facts about it in their own words.

### Creative Extension Activities

- Have the students cut pictures out of magazines and make a collage of rough pictures and a collage of smooth pictures.
- Have the students choose either a smooth thing or a rough thing and make a collage picture of it.

### Independent Follow-Up Activities

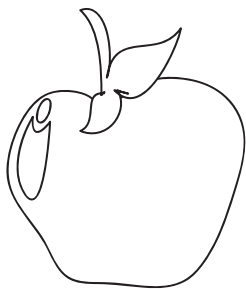
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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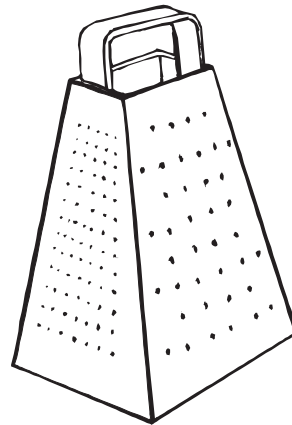
Look around you. Find something that is rough and something that is smooth. Draw each thing and write its name and *rough* or *smooth* underneath.

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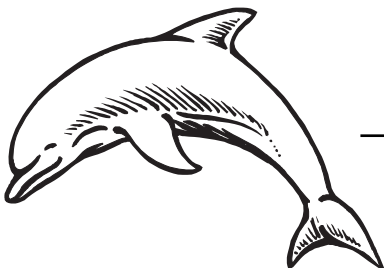
Colour the pictures. Write the word *rough* or the word *smooth* beside the picture.



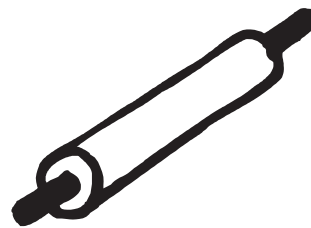
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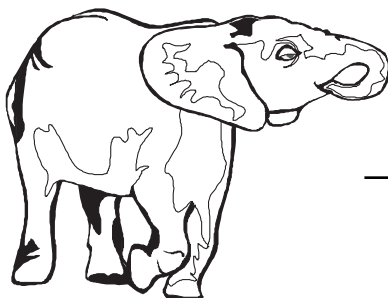
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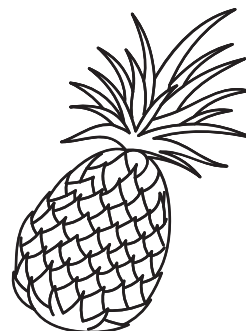
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