

# Here's What You'll Get in the Let's Go Rock Collecting Super Pack

## 3 Comprehension Strategy Lesson Plans and Practice Pages

### Determining Importance Lesson Plan

**Determining Importance**  
By Roma Gans  
Grade Level: 3 / Guided Reading Level: 7

**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  
Know what to do

**Summary**  
**Let's Go Rock Collecting** is a nonfiction book that means the information in this book is all true. In this book you will learn about the places where rocks can be found, what rocks are used for, and how rocks are formed. You will also learn about some of the different properties of rocks. Some rocks are soft, some rocks are very, very hard. Rocks come in many different colors, shapes, and sizes. When you finish reading, you just might decide to start a rock collection of your own!

**Link to What You Know**

- What do you use rocks for?
- What is a fact you know about rocks? Is that an important fact? Why or why not?

**Important Words to Know and Understand**

**Metamorphic** - When a rock changes from one type of rock to another type of rock

**Pressure** - Constant pressing

**Why Readers Determine Importance While Reading**  
Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings, where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you think are important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

### Determining Importance Lesson Plan

**Determining Importance**  
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Grade Level: 3 / Guided Reading Level: 7

**3**  
**Determine Importance While Reading**  
Look for big ideas and supporting details  
Notice when you learn something new  
That are important to the text

**4**  
**Notice the Work You Did While Reading**  
Think  
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.

**Page 4** - Name 3 facts you've learned about rocks so far. Which of those facts is most important to you? Why?

**Page 10** - You've just learned about igneous rocks. What is the most important fact you think you should remember about igneous rocks? Point to the important words.

**Page 16** - You've just learned about another type of rock. What do you call this type of rock? How is it formed?

**Page 22** - Name 2 important ways that sedimentary rocks are used. Why is it important to know how rocks are used?

**Page 25** - You've just learned about metamorphic rocks. What makes metamorphic rocks different from igneous and sedimentary rocks? Why is this information important?

**Page 29** - Name 1 important idea you learned about rock collecting. Why is this important to you?

**Time to Reflect**

**Think** - What information did you learn while reading **Let's Go Rock Collecting**? Pick 3 big ideas or facts that you think you should remember about rocks. Why are these ideas or facts important to you?

**Talk** - Tell your reading partner 1 of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea too.

**Reflect** - Think about the determining importance work you did while reading **Let's Go Rock Collecting**. How does thinking about the most important fact and ideas make you a better reader?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Let's Go Rock Collecting**. (Remember to include examples from the book!)

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**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  
Know what to do

**3**  
**Ask Questions While Reading**  
Ask questions that help you understand the text  
Ask questions that help you understand the text  
Ask questions that help you understand the text

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Time to Read**  
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Asking Questions

**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  
Know what to do

**3**  
**Understand Text Structure**  
Notice the work an author uses when the author describes people or places  
Think about the text you read  
Know what to do

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Summary**  
**Let's Go Rock Collecting** is a nonfiction book that means the information in this book is all true. In this book you will learn about the places where rocks can be found, what rocks are used for, and how rocks are formed. You will also learn about some of the different properties of rocks. Some rocks are soft, some rocks are very, very hard. Rocks come in many different colors, shapes, and sizes. When you finish reading, you just might decide to start a rock collection of your own!

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Understanding Text Structure

**Answer Key for Determining Importance with Let's Go Rock Collecting**

**Your Turn to Practice Determining Importance with Let's Go Rock Collecting**

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**Answer Key for Asking Questions with Let's Go Rock Collecting**

**Your Turn to Practice Asking Questions with Let's Go Rock Collecting**

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**Answer Key for Understanding Text Structure with Let's Go Rock Collecting**

**Your Turn to Practice Understanding Text Structure with Let's Go Rock Collecting**

Page 7: How does the author use sequence to tell how igneous rocks are formed? Tell what happens first, next, then, and last when igneous rocks are formed.

Page 12: How does the author use description to describe Basalt and Quartz? What words does the author use to describe these rocks? How does the author's use of this text structure help you understand what you're reading?

Page 16: How does the author use cause and effect? What causes sedimentary rocks to form?

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement** →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 3 Comprehension Strategy Graphic Organizers

**Determining Importance**  
Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Determining Importance

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starters

I wonder...	Why didn't I...	How does...
I am confused when...	I am curious about...	I am not sure why...

Question	Answer
Question	Answer
Question	Answer

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

**Understanding Text Structure**  
Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
By: Roma Gans  
Grade Level: 3 / Guided Reading Level: P

**Instructional Focus:**  
Antonyms

**Background:**  
Antonyms are words that have a meaning that is opposite to one another. For example, hot and cold are antonyms.

**Examples:**

Antony
fast
right
run
happy

**Materials and Preparation:**

- A Copy of *Let's Go Rock Collecting*
- Antonyms Anchor Chart
- Antonyms Match Up! Game
- Antonyms Match Up! Student Mat
- Scissors
- Looking for Antonyms Practice Page
- Optional - Word Detective (1)
- Optional - Chart Paper (see 1)

**Step 1: Introduce the Focus of Word Work**

**Introduce Antonyms**

- Tell students that they are going to learn about a group of words called antonyms. Define antonyms as words that have a meaning that is opposite to one another. For example, hot and cold.
- Draw student attention to the Antonyms anchor chart that you created ahead of time.
- Review each of the rows, highlighting the antonym word pairs.
- Prompt students to volunteer additional word pairs that are antonyms. Add student-generated examples to the anchor chart. Discuss non-examples if provided.

**Sample Anchor Chart**

Antonyms		
wet	is the opposite of	dry
old	is the opposite of	young
hard	is the opposite of	soft
back	is the opposite of	front

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

- Challenge students to find antonyms in their independent reading.
- Post a large piece of chart paper with the title *Found It!* in a special place in the classroom.
- When students find antonyms in their independent reading, ask them to add the word pair to the *Found It!* chart.
- At the end of the week, review the antonyms that have been added to the chart.

**Antonyms in the Text**

- Tell students that the book *Let's Go Rock Collecting* by Roma Gans has many examples of word pairs that are antonyms.
- Ask students to listen and look for words that are antonyms while you read a page aloud. Prompt students to write down the antonyms they hear or see on a sticky note.
- Read **page 9** aloud. When you have finished reading, ask students to identify any antonyms they heard or saw. Possible antonyms on this page are city/country and streets/farms.
- Read the book from the beginning. Remind students to record any antonyms that they hear or see while you are reading.
- Review the antonyms that students have recorded. Add them to the anchor chart.

**Examples of Antonyms Found in the Text:**

- city/country
- streets/farms
- surface/inside
- hot/cool
- soft/hard
- black/white
- clear/color
- top/bottom
- small/large

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**  
By: Roma Gans  
Grade Level: 3 / Guided Reading Level: P

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Distribute copies of the *Antonyms Match Up! Game* (1 per each pair of students).
- Review the directions with students. The first step is to cut out the cards. Next, they will lay the cards face-down in neat rows and columns. Last, each player will take a turn turning over two cards. If the words on the cards are antonyms, they take the cards, place them in a pile, and turn over two more cards. If the words on the cards are not antonyms, the player will turn the cards face-down again, and the next player gets a turn. Play continues this way until all antonym pairs have been made, and no cards remain. The winner is the player with the most cards at the end of the game.
- Provide time for students to play the game. Monitor students while they play and provide support as needed.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Distribute copies of the *Looking for Antonyms* practice page.
- Read the directions aloud while students follow along.
- Direct students to complete the practice page independently.
- Monitor students while they work.

**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 antonyms in their own reading. Tell them to write their words on an index card and add them to the pocket chart. (Review the added cards 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

Independent Practice Page

Extension Activity

**Antonyms Match Up! Game**  
Word Cards

**Directions:** Cut out Word Cards.

hot	top	surface
farm	black	small
soft	city	clear

**Antonyms Match Up! Student Mat**

**Materials:** Word Cards  
**Players:** 2 or more

**Directions:**

- Place cards face-down in neat rows.
- Each player will take a turn flipping.
- If the words are antonyms, the player takes two more.
- If the words are not antonyms, the next player takes a turn.
- Play continues until all antonym pairs are made.

Guided Word Work Practice | @BookPagez.com

**Looking for Antonyms**  
Word Work Practice Page

**Directions:** Write the words from the Word Bank on the lines to complete the antonym pairs below.

**Word Bank**

inside	street	color
black	hard	large

city \_\_\_\_\_ soft \_\_\_\_\_  
clear \_\_\_\_\_ small \_\_\_\_\_  
surface \_\_\_\_\_ farm \_\_\_\_\_

**Directions:** Rewrite the following sentences using an antonym for the underlined word. Change the word in *italics* to make the new sentence true.

- I love to sleep in the country because it is so quiet at night.
- My last name starts with a "C", so I am always at the bottom of the list.
- A hot drink is delicious in the winter.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

**Word Detective: Antonyms**  
Extension Activity

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

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

# Assessments

Running Record					
Title: <i>Let's Go Rock Collecting</i> Guided Reading Text Level: <b>F</b> 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/seconds read x 60) _____					
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual					
Page		COUNT		INFORMATION USED	
		E	SC	E	SC
				MSV	MSV
2	People collect all kinds of things. They collect coins, stamps, baseball cards, shells, toys, bottles, pictures, and cats. Some people collect things that are very old – the older the better.				
4	The oldest things you can collect are rocks. Most of them are millions and millions of years old. Most kinds of rocks are easy to find. But some, like diamonds and emeralds, are rare. That's why they are valuable.				
6	Rocks cover the whole earth. No matter where you live, you live on rock. There is rock under city streets and country farms. And there is rock under every ocean, lake *...				
Analysis and Comments:					
Tested By: _____ @BookPagez.com					

## Running Record Assessment

Let's Go Rock Collecting CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>Let's Go Rock Collecting</i> to answer each of the following questions.		
1. Where do most of the earth's igneous rocks come from?		
<input type="radio"/> A They come from volcanoes on the ocean floor. <input type="radio"/> B They come from rivers next to mountains. <input type="radio"/> C Igneous rocks come from caves. <input type="radio"/> D Igneous rocks are pieces of mountains that have broken off.		
2. What is <b>NOT</b> a key detail/idea presented in the text?		
<input type="radio"/> A Rock collecting can happen anywhere. <input type="radio"/> B All rocks are hard and difficult to break. <input type="radio"/> C Many rocks have been on Earth for millions of years. <input type="radio"/> D There are three main types of rock: igneous, sedimentary, and metamorphic.		
3. What happens if limestone goes through metamorphism?		
<input type="radio"/> A It turns into slate. <input type="radio"/> B It melts into lava. <input type="radio"/> C It breaks and sinks to the ocean floor. <input type="radio"/> D It becomes a metamorphic rock called marble.		
4. What does the author do to help you understand about rocks and the earth?		
<input type="radio"/> A The author puts the word in a glossary. <input type="radio"/> B The author doesn't explain or give examples. <input type="radio"/> C The author shows a diagram and uses a comparison. <input type="radio"/> D She explains that it is like a pizza crust.		
5. If you wanted to know more about sedimentary rocks, which key words would be best to put into an online search engine? (RI.3.5)		
<input type="radio"/> A Rock cycle <input checked="" type="radio"/> B Sandstone, layers, sediment <input type="radio"/> C Volcano, magma, lava <input type="radio"/> D Heat, pressure, change		
6. The author gives us many interesting facts about rocks in this book. What is she also trying to convince you to do? (RI.3.4)		
<input type="radio"/> A The author wants you to make your own volcano. <input type="radio"/> B The author wants you to like igneous rocks more than sedimentary rocks. <input checked="" type="radio"/> C The author is trying to convince you to collect rocks because it is fun and easy. <input type="radio"/> D The author wants you to protect rocks from pollution.		
7. How does the illustration/diagram of the volcano support the text? (RI.3.7)		
<input checked="" type="radio"/> A It shows what the text explains - magma becomes lava, and then igneous rock. <input type="radio"/> B The illustration shows how hot the lava is when it comes out of the crust. <input type="radio"/> C It shows how dangerous a volcano can be. <input type="radio"/> D The illustrations show all the different rocks that can come from a volcano.		
8. How are igneous and sedimentary rocks alike? (RI.3.9)		
<input type="radio"/> A They both come from magma. <input checked="" type="radio"/> B With heat and pressure, they both can become metamorphic. <input type="radio"/> C They both are a 7 on the Moh's Scale of Hardness. <input type="radio"/> D They are formed in layers from sand, mud, and pebbles.		
9. What does the book have to help you better understand rocks and how they are formed? (RI.3.10)		
<input type="radio"/> A It has interviews with people who collect rocks. <input type="radio"/> B It gives a link to a website that has more information. <input type="radio"/> C There is a table of contents, index, and glossary. <input checked="" type="radio"/> D The author includes diagrams, labels, and photographs.		
CCSS Assessment 3 <sup>rd</sup> Grade Reading Standards for Information   BookPagez.com		

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

Answer Key

# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
In the book **Let's Go Rock Collecting** you learned all about rocks! Test your knowledge below. Match the word to the definition. Write the correct letter on the line next to the word.

A. a clear kind of rock that has a regular shape, like a diamond.	___ <b>collection</b>	G. a section of something that alternates with a different material from top to bottom.
B. having to do with rocks formed by a volcano or other source of great heat.	___ <b>layer</b>	H. having grains or a texture resembling grains.
C. a loose mixture of small stones, pebbles, and sometimes sand.	___ <b>grainy</b>	I. hot, liquid matter beneath the earth's surface that cools to form igneous rock.
D. a steady force upon a surface.	___ <b>igneous</b>	J. hot, melted rock that erupts from a volcano.
E. an opening in the earth's crust through which melted rock, ash, and gases are forced out.	___ <b>magma</b>	K. solid material that settles to the bottom of a liquid; in geology, material deposited by water, wind, or ice.
F. a gathering of a group of things of the same type.	___ <b>lava</b>	L. having to do with a change in form.
	___ <b>volcano</b>	
	___ <b>sediments</b>	
	___ <b>crystal</b>	
	___ <b>gravel</b>	
	___ <b>metamorphic</b>	
	___ <b>pressure</b>	

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

**Common Core State Standards Correlation**  
Let's Go Rock Collecting Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Let's Go Rock Collecting" correlate with the following English Language Arts Common Core State Standards for third grade.

**Determining Importance Lesson Plan and Resources**

**Reading Informational Text**  
**RI.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.  
**RI.3** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**RI.4** - Distinguish their own point of view from that of the author of the text.  
**RI.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**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.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and cite evidence into provided categories.

**Speaking & Listening**  
**SL.2.14** - Tackle their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language**  
**L.3.4** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner that night we went looking for them).

Let's Go Rock Collecting CCSS Alignment | @BookPagez.com

**Common Core State Standards Correlation**  
Let's Go Rock Collecting Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Let's Go Rock Collecting" correlate with the following English Language Arts Common Core State Standards for third grade.

**Asking Questions Lesson Plan and Resources**

**Reading Informational Text**  
**RI.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**RI.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**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.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and cite evidence into provided categories.

**Speaking & Listening**  
**SL.3.14** - Ask and answer questions to check understanding of information presented, stay on topic, and cite the reasons for the answers of others.  
**SL.3.2** - Explain their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language**  
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**Common Core State Standards Correlation**  
Let's Go Rock Collecting Lesson Plans, Resources, and Activities

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**Understanding Text Structure Lesson Plan and Resources**

**Reading Informational Text**  
**RI.8** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**RI.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).  
**RI.8** - Describe the logic connections between particular sentences and paragraphs in a text (e.g., comparison, cause-effect, problem/solution) in a sequence.  
**RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**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.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and cite evidence into provided categories.

**Speaking & Listening**  
**SL.3.14** - Explain their own ideas and understanding in the light of the discussion.  
**SL.2.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language**  
**L.3.4** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Let's Go Rock Collecting CCSS Alignment | @BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**  
Come On, Rain! Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade.

**Vocabulary Lesson Plan and Resources**

**Language**  
**L.3.4** - Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.3.6** - Identify explicit connections between words and their use (e.g., identify people who are friendly or helpful).  
**L.3.4** - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Come On, Rain! CCSS Alignment | @BookPagez.com

**Common Core State Standards Correlation**  
Let's Go Rock Collecting Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Let's Go Rock Collecting" correlate with the following English Language Arts Common Core State Standards for third 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.

Let's Go Rock Collecting CCSS Alignment | @BookPagez.com

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Let's Go Rock Collecting Super Pack

## 3 Comprehension Strategy Practice Pages

### Determining Importance Practice Page

**Tu turno para practicar: Determinar la importancia con Let's Go Rock Collecting (Vamos a coleccionar rocas)**

**Página 4:**  
 Nombra 3 hechos que hayas aprendido sobre rocas hasta ahora.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

¿Cuál de esos hechos es el más importante para tí? ¿Por qué?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Página 10:**  
 Acabas de aprender sobre rocas ígneas. ¿Cuál es el hecho más importante que crees que deberías recordar sobre las rocas ígneas? Señala las palabras importantes.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Página 14:**  
 Acabas de aprender sobre otro tipo de roca. ¿Cómo llamas a este tipo de roca?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

¿Cómo se forma?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com

Page by Page  
 Guided  
 Questions

Sample answers  
 written in Spanish

### Answer Key

**Determinar la importancia con Let's Go Rock Collecting (Vamos a coleccionar rocas)**

**Página 22:**  
 Nombra 2 formas importantes en que se usan las rocas sedimentarias.  
Las respuestas varían. Podrían incluir: Las rocas sedimentarias se usan para hacer concreto para las aceras y los egipcios las usaron para construir las pirámides.

¿Por qué es importante saber cómo se utilizan las rocas?  
Las respuestas varían. Podrían incluir: Es importante saber cómo se usan las rocas porque me ayuda a entender cómo se construyen las cosas.

**Página 25:**  
 Acabas de aprender sobre las rocas metamórficas. ¿Qué hace que las rocas metamórficas sean diferentes de las rocas ígneas y sedimentarias?  
Las respuestas varían. Podrían incluir: Las rocas metamórficas son diferentes de las rocas ígneas y sedimentarias porque se forman a partir de rocas ígneas y sedimentarias que cambian bajo el calor y la presión.

¿Por qué es importante esta información?  
Las respuestas varían. Podrían incluir: Esto es importante porque es el tercer y último tipo de roca.

**Página 29:**  
 Nombra 1 idea importante que aprendiste sobre la recolección de rocas.  
Las respuestas varían. Podrían incluir: Aprendí que coleccionar rocas es algo que puedo hacer en cualquier lugar.

¿esto es importante para tí?  
Las respuestas varían. Podrían incluir: Esto es importante para mí porque significa que siempre puedo tener algo que hacer, sin importar dónde esté en el mundo.

Nombre: \_\_\_\_\_ Answer Key | ©BookPagez.com

**Hacer preguntas con Let's Go Rock Collecting (Vamos a coleccionar rocas)**

**Página 24:**  
 Las rocas metamórficas son hechas por el calor y la presión. ¿Qué preguntas tienes sobre este proceso?  
Las respuestas varían. Podrían incluir: ¿funciona la tierra. Quiero saber por q

¿Dónde podrías buscar una respuesta?  
Las respuestas varían. Podrían incluir: respuesta a mi pregunta.

**Página 28:**  
 Acabas de aprender acerca de las ciudades que pensar si hubiera que cae  
Las respuestas varían. Podrían incluir: necesitaría para desenterrar rocas, d cómo aprendería sobre las rocas que e

¿Quieres una colección de rock? ¿Por  
Las respuestas varían. Podrían incluir: porque no quiero un montón de rocas

**Tu turno para practicar: Hacer preguntas con Let's Go Rock Collecting (Vamos a coleccionar rocas)**

**Página 10:**  
 ¿Qué te estás preguntando acerca de las rocas en este punto de la historia?  
 \_\_\_\_\_  
 \_\_\_\_\_

¿Cómo le ayudará la respuesta a su pregunta a comprender mejor el libro?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Página 14:**  
 ¿Qué te estás preguntando acerca de la dureza de las rocas?  
 \_\_\_\_\_  
 \_\_\_\_\_

¿Por qué?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Página 22:**  
 Acabas de aprender muchas rocas sedimentarias. ¿Qué más te gustaría aprender sobre las rocas sedimentarias?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com

**Entender la estructura del texto con Let's Go Rock Collecting (Vamos a coleccionar rocas)**

**Página 9:**  
 Aquí el autor está usando la secuencia para decir cómo se forman las rocas ígneas. Indica qué sucede primero, luego, luego, y último cuando se forman rocas ígneas.  
Las respuestas varían. Podrían incluir: L magma, luego el magma se empuja a la su en lava y las últimas rocas ígneas se form

**Página 12:**  
 Aquí el autor está utilizando la descripción para mostrar qué sucede cuando las rocas cambian. ¿Cómo te ayuda esta estructura de texto como lector?  
Las respuestas varían. Podrían incluir: E oscuro. El cuarzo tiene bandas de mucho

¿De qué manera el uso que hace el autor entenderlo que estás leyendo?  
Las respuestas varían. Podrían incluir: L rocas me ayuda a visualizar como se ven l

**Página 16:**  
 Aquí el autor está usando causa y efecto sedimentarias?  
Las respuestas varían. Podrían incluir: L forman cuando las capas de sedimentos s otra en lagos, ríos y océanos.

**Tu turno para practicar: Entender la estructura del texto con Let's Go Rock Collecting (Vamos a coleccionar rocas)**

**Página 27:**  
 Aquí el autor está utilizando una estructura de texto de comparación y contraste para mostrar qué sucede cuando las rocas cambian. ¿Cómo te ayuda esta estructura de texto como lector?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Página 29:**  
 ¿Qué estructura de texto crees que está utilizando el autor para hablar sobre la recolección de rocas?  
 \_\_\_\_\_  
 \_\_\_\_\_

¿Cómo lo sabes?  
 \_\_\_\_\_  
 \_\_\_\_\_

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Asking Questions

Understanding Text Structure

# Writing About Reading with Optional CCSS Alignment

**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

Encuentre un lugar en su historia donde el autor describió cómo las rocas pueden resolver problemas. ¿Qué problema resuelven las rocas? ¿Cómo proporcionan las rocas una solución?

Puedo mostrar lo que he aprendido de textos e ilustraciones informativos respondiendo preguntas sobre dónde, cuándo, por qué y cómo. CCSS: RI.3.7

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**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

Encuentre un lugar en su historia donde el autor describió cómo las rocas pueden resolver problemas. ¿Qué problema resuelven las rocas? ¿Cómo proporcionan las rocas una solución?

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**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

Encuentre un lugar en su historia donde el autor describió cómo las rocas pueden resolver problemas. ¿Qué problema resuelven las rocas? ¿Cómo proporcionan las rocas una solución?

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**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

Encuentre un lugar en su historia donde el autor describió cómo las rocas pueden resolver problemas. ¿Qué problema resuelven las rocas? ¿Cómo proporcionan las rocas una solución?

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**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

Encuentre un lugar en su historia donde el autor describió cómo las rocas pueden resolver problemas. ¿Qué problema resuelven las rocas? ¿Cómo proporcionan las rocas una solución?

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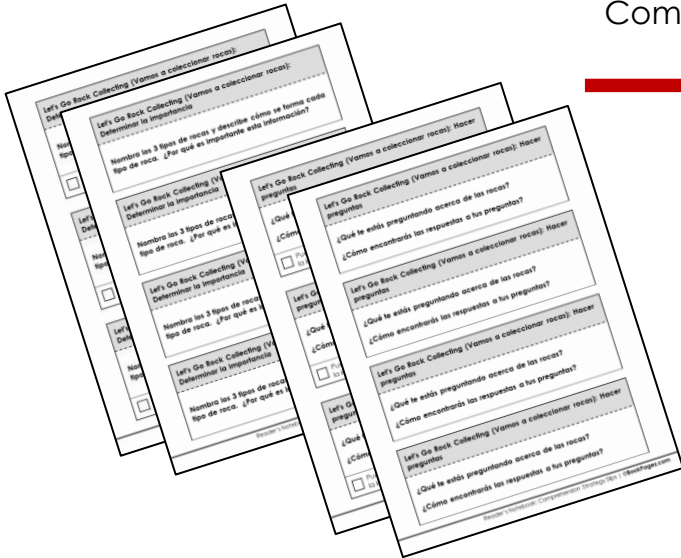
**Let's Go Rock Collecting (Vamos a coleccionar rocas): Entender la estructura del texto**

Encuentre un lugar en su historia donde el autor describió cómo las rocas pueden resolver problemas. ¿Qué problema resuelven las rocas? ¿Cómo proporcionan las rocas una solución?

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 3 Comprehension Strategy Graphic Organizers

**Determinar la importancia**

**Objetivo:**  
Pienso en el libro. Escribe toda la información importante en la burbuja de pensamiento.

*(Burbuja de pensamiento)*

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Instrucciones:  
1. Contesta cada pregunta.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

**Hacer preguntas**

**Objetivo:**  
Muestras para empezar una oración

¿Quién sabe...? ¿Por qué no...? ¿Cómo...? ¿Cuándo...? ¿Dónde...?

Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:  
1. Contesta cada pregunta.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba en tu cuaderno del lector.

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Asking Questions

**Entender la estructura del texto**

**Objetivo:**

Estructura del texto	Dónde fue usada la estructura del texto	Cómo lo usó el autor para ayudarte a leerlo mejor
	Página:	
	Página:	
	Página:	
	Página:	

**Identifica que puedes ver en el texto:**

Descripción	Elemento	Causa y efecto
Comparar y Contraste	Conflicto y Resolución	

Instrucciones:  
1. Contesta cada pregunta.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba en tu cuaderno del lector.

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Understanding Text Structure



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

## Direcciones:

En el libro *Let's Go Rock Collecting (Vamos a coleccionar rocas)* aprendiste todo sobre rocas. Pon a prueba tus conocimientos a continuación. Une la palabra con la definición. Escribe la letra correcta en la línea al lado de la palabra.

**A.** un claro tipo de roca que tiene una forma regular, como un diamante

**B.** Tiene que ver con rocas formadas por un volcán u otra fuente de gran calor.

**C.** una mezcla suelta de piedras pequeñas, piedras y, a veces, arena

**D.** una fuerza constante sobre una superficie

**E.** una abertura en la corteza terrestre a través de la cual se expulsa la roca fundida, la ceniza y los gases

**F.** Una reunión de un grupo de cosas del mismo tipo.

\_\_\_ colección

\_\_\_ capa

\_\_\_ granoso

\_\_\_ ígneo

\_\_\_ magma

\_\_\_ lava

\_\_\_ volcán

\_\_\_ sedimentos

\_\_\_ cristal

\_\_\_ grava

\_\_\_ metamórfico

\_\_\_ presión

**G.** una sección de algo que alterna con un material diferente de arriba a abajo

**H.** tener granos o una textura que se asemeja a los granos

**I.** Materia caliente y líquida debajo de la superficie de la tierra que se enfría para formar roca ígnea.

**J.** Roca caliente y derretida que brota de un volcán.

**K.** material sólido que se asienta en el fondo de un líquido; En geología, material depositado por el agua, el viento o el hielo.

**L.** Tener que ver con un cambio de forma.