

Concrete

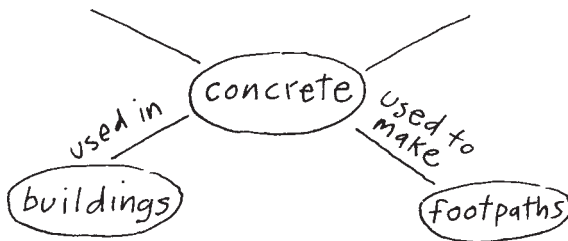
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Photography by Michael Curtain



Getting ready for reading


Look out of the classroom windows. Ask: *What things can you see that are made of concrete?* As a group, build up a concept map about concrete.



Talking through the book

You might say: *This book is called 'Concrete'.* Turn through the book, ensuring that children can identify words such as *cement* and *concrete*.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours. 

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What is concrete made with?

What is it used for?

How would you make lumpy concrete?

Why are bridges made of lumpy concrete?

What would footpaths be made of?

What kind of concrete would the tower be made of?

TEXT FEATURES

- **This book is an explanation of the features of concrete, how it is made and what it is used for.**
- **Text supported by colour photographs.**
- **Text placement varies.**
- **Some text placed over the photographs.**
- **Some labelled photographs.**
- **Between one and four lines of text to a page.**
- **Line breaks support phrasing.**

Being a code breaker

Vocabulary

- High-frequency words: *this, is, a, it, to, make, of, and, with, for, can, into, be, has, are*
- Word families: *sand – and, band, hand, land, stand*
truck – buck, duck, cluck, luck, muck, stuck, struck
make – bake, cake, drake, brake, fake, lake, rake, sake, stake, take, wake

Sounds and letters

- Studying words: Children compare the two words *concrete* and *cement*. What is different about the sounds at the start? What letter is used to represent these sounds?
- Hearing sounds: Children clap each time they hear the /s/ sound in any word.

Writing conventions

- Punctuation: capital letters, full stops, question marks, commas
- Writing conventions: use of commas in lists – pages 4, 6 and 10

Being a text user

Discuss:

What does this book help you to learn about making concrete?

Could you make concrete using this information?

Is this an information book or a narrative?

Being a text critic

Discuss:

What did the author need to know to write this book?

Has the author included all the information you need to have in order to make concrete?

What information may have been left out?

Literacy learning centres

Writing centre 1

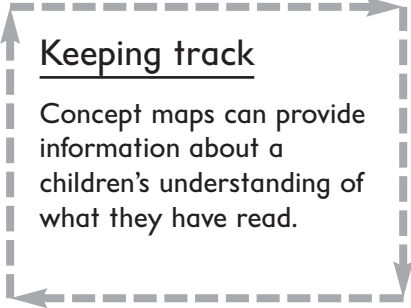
Children work in pairs to form their own concept maps about concrete using information in the book.

Writing centre 2

Children list all the things that they know are made using concrete in the school, and then classify them as being made with smooth or lumpy concrete.

ABC **Alphabet centre**

Children read familiar texts to find other words that start with the letter 'c'. They then classify the words by the sound made; for example, with the soft /c/ sound (*cement*), with the hard /k/ sound (*concrete*).



Keeping track

Concept maps can provide information about a children's understanding of what they have read.