

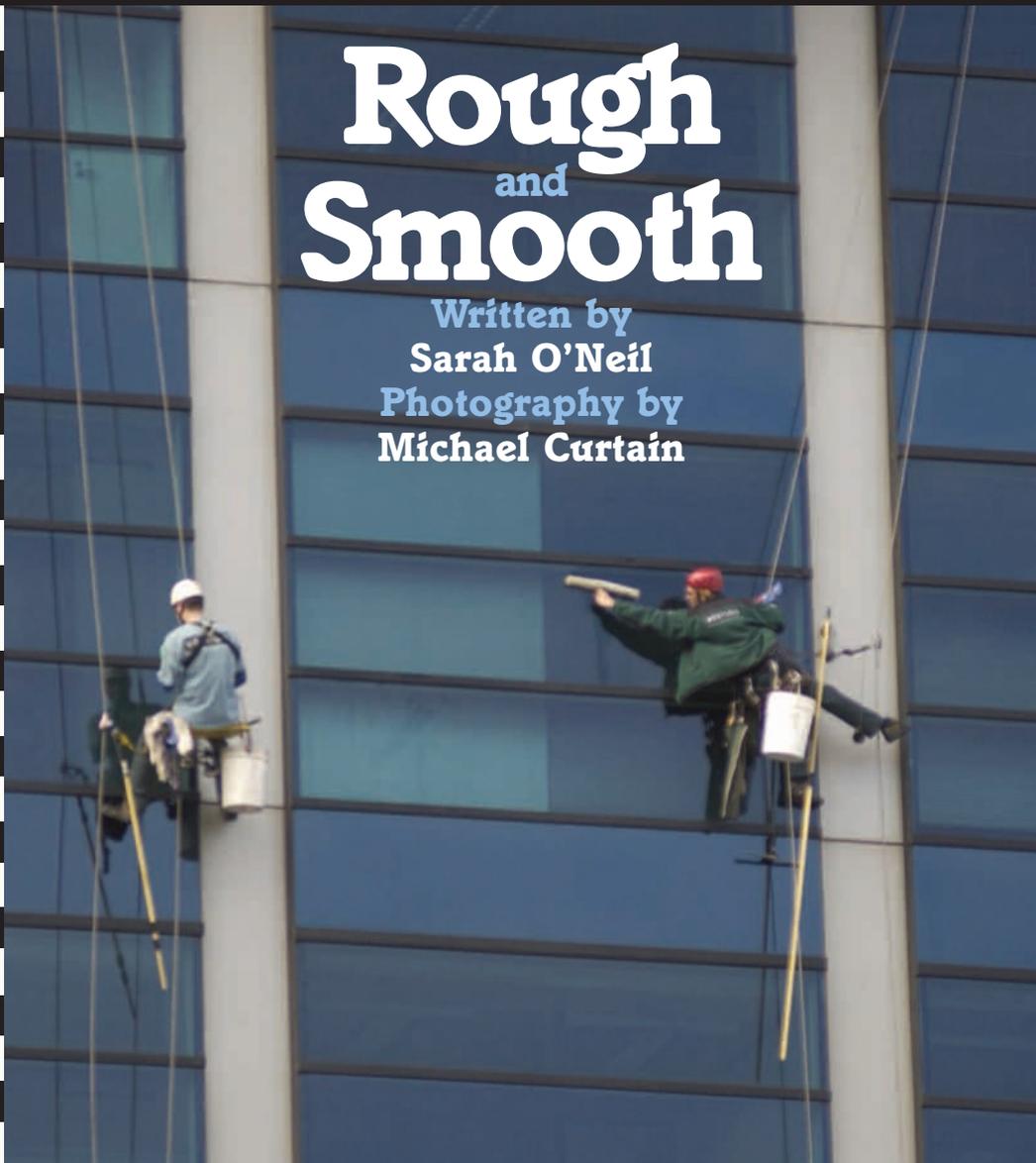


Teacher Edition

AlphaWorld

# Rough and Smooth

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# How to use this book

## **Before reading:** Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



## **During reading:** Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Setting the context

Collect a range of objects and pass them around. Have children describe how each object feels to touch.

Ask: *Why do we need some things to be smooth? Why do we need some things to be rough?*

*Can smooth and rough things be made from the same material?*

## Introducing the book

*This book is called 'Rough and Smooth'. It is a report about some things that are rough and some things that are smooth. It tells us about how things made from*



## Front cover

Discuss the picture on the cover.

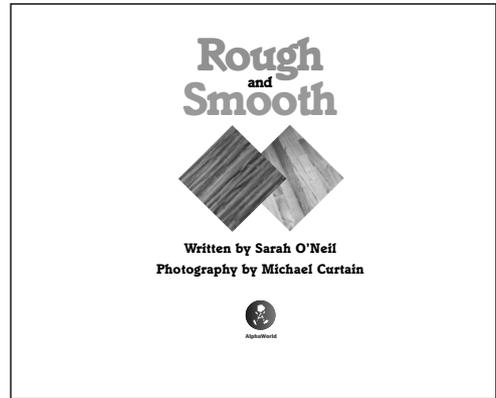
*Can you see something that is smooth?*

*Would it be easy to move over?*

## Background information

Smooth objects have lower friction. This allows things to slide over them more easily, making them more slippery. When objects slide over rough surfaces there is more friction. This makes them less slippery.

*the same material can have different surfaces. It says that plastic can be rough or smooth. It says that when a material is smooth it is easier to move over and that when it is rough it is easier to grip.*



## Title page

Read the title page together. Point out the author's and photographer's names.

## Rough and Smooth



### **Talkthrough**

*This is the contents page. It tells us what chapters are in the book and which page they start on. The first chapter in this book is the introduction. What page is it on? Then there are chapters on plastic, metal, wood and rubber. The last chapter is the conclusion. Point out the page numbers as you go.*



# Contents

Introduction 4

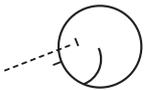
Plastic 6

Metal 8

Wood 10

Rubber 12

Conclusion 14



## Observe and support

Can the child locate a chapter in the contents page?

*Can you tell me which page the chapter on wood starts?*

*What starts on page 6?*

## Introduction

Some things are smooth.

Some things are rough.

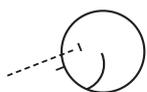
Smooth things and rough things  
help us in different ways.



### **Talkthrough**

Point out the chapter heading.

*This is the introduction to the book. An introduction introduces the main point of the book. This introduction tells us that some things are smooth and some things are rough. It says that smooth and rough things help us in different ways. How do you think smooth things help us? How do rough things help us?*



## **Observe and support**

Does the child understand the classifying word ‘some’?  
*Can you find me the word ‘some’? Why has the author used it? What is she saying? Are all things smooth? Are all things rough?*



## Plastic

This slide is made from plastic.  
It is smooth.  
It is easy to slide down.



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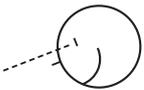


### **Talkthrough**

*Where is the name of this chapter? How do you know? This chapter is called 'Plastic'. It shows us a plastic slide and a plastic ball. Which one is smooth? Which one is rough? The book says that the smooth slide is easy to slide down. It says that the rough ball is easy to grip.*



This ball is made from plastic.  
It is rough.  
It is easy to grip.



## **Observe and support**

Can the child explain literal meaning in the text?  
*What is the slide made from? Why is it easy to slide down? What part of the text says this?*



# Metal

This pole is made from metal.  
It is smooth.  
It is easy to slide down.

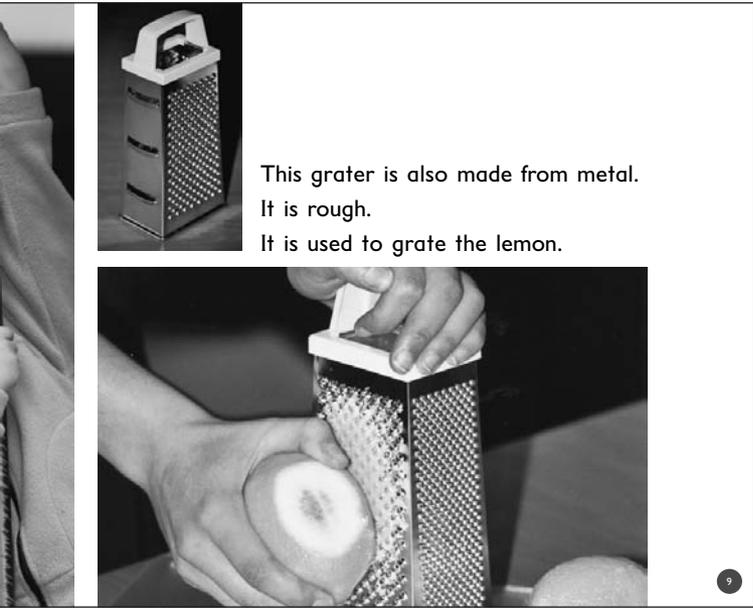


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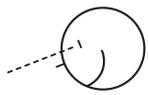


## **Talkthrough**

*Can you point to the chapter heading? How do you know that it is the name of the chapter? This chapter is about metal. It shows us a smooth metal pole and a rough metal grater. The pole is easy for the girl to slide down. But the grater is rough. It will take the skin off the lemon.*



This grater is also made from metal.  
It is rough.  
It is used to grate the lemon.



### **Observe and support**

Is the child able to read the text taking into account phrasing?  
*Can you read a few words together? Which words would you group together here? This pole / is made from metal.*



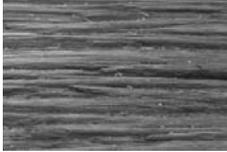
## Wood

This floor is made from wood.  
It is smooth.  
It is easy to move on.

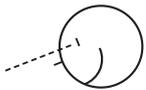


### **Talkthrough**

*This chapter is about wood.  
Point out the two close-ups of wooden surfaces.  
Which is rough? Which is smooth? The smooth floor is  
easy to move on. The bridge is rough so that people's  
feet do not slip.*



This bridge is also made from wood.  
It is rough.  
Your feet do not slip on the rough wood.



## Observe and support

Can the child infer meaning from the text?  
*Why would cycling tracks need to be smooth? Why would walking bridges need to be rough?*



## Rubber

This swimming cap is made from rubber.  
It is smooth.  
It helps the swimmer to move quickly  
through the water.



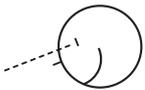
### **Talkthrough**

*What is the name of this chapter? What did you look at to work that out? Which things are made from rubber in these pictures? Which is smooth? Which is rough? The smooth swimming cap helps the swimmer move quickly through the water. The rough tyre helps to grip the ground.*

This tyre is also made from rubber.  
It is rough.  
This helps the tyre to  
grip the ground.



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## Observe and support

Does the child use visual information to support their reading? Point to a word.

*How did you know that that said 'grip'? What did you look at? What did you check?*

## Conclusion

Some things are smooth.

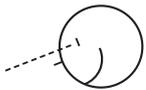
Smooth things are easy to move over.



### **Talkthrough**

*This is the conclusion to the book. It sums up what the book has been telling us. It says that smooth things are easy to move over and rough things are easy to grip.*

Some things are rough.  
Rough things are easy to grip.



## Observe and support

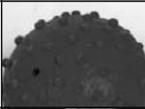
Does the child understand the conventions of factual texts?

*What is a conclusion? What does it tell us?*



## Talkthrough

On this page there is a diagram showing all of the things talked about in the book. Can you find the word 'bridge'? Which row is it in? What does that tell us? Which column is it in? What does that tell us? What does that tell us altogether?

		Smooth		Rough
Plastic		slide		ball
Metal		pole		grater
Wood		floor		bridge
Rubber		swimming cap		tyre

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## Comprehension check

What are some rough things?  
How do things move on rough surfaces?  
What are some smooth things?  
How do things move on smooth surfaces?

## Responding to text

 Have children compile charts about a range of different materials, categorising them as rough or smooth. For example, corrugated cardboard is rough, the cardboard cover on a book is smooth.

 Have children make a tactile book using a range of fabrics and other art materials. On each page they can write about whether the material is rough or smooth.

 Have children make lists of words with the consonant clusters 'sw', 'sm', 'sl', building on those found in the book: swimming, smooth, slide.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- draw inferences about how the surface of an object affects its slipperiness?
- use a range of information on the page to solve problems while reading?

- read the text fluently?
- gain information about the topic from the pictures?

# Rough and Smooth

**Topic:** Things and places

**Curriculum link:** Physical Phenomena;  
Materials

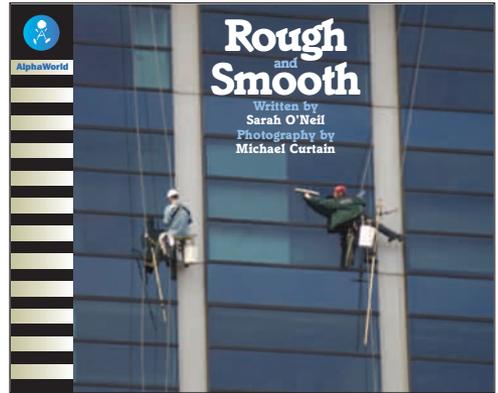
**Text type:** Compare and contrast/report

**Reading level:** 6

**Word count:** 172

**High-frequency words:** some, are, and,  
in, this, made, from, it, is, to, your, do,  
not, on, the

**Vocabulary:** smooth, rough, plastic,  
metal, wood, rubber, slide, ball, pole,  
grater, floor, bridge, swimming cap, water,  
tyre, grip, ground



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## Possible literacy focus

Reading Carroll diagrams (page 16).

Using the text to draw inferences about how the surface of a material affects its slipperiness.

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## Summary

This book explores how changing the surface of different materials changes the amount of friction they have. It contrasts objects made of smooth and rough plastic, metal, wood and rubber.

**AlphaWorld**



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