



Landmarks

Susan Frame

Focus phonics

or written as ore as in more, Rushmore, explore

oa written as o_e as in stone, home, close, ropes, zone, limestone, Antelope

Tricky words

many, people, their, there, through, want, where, would

Book summary

We look at some natural landmarks and some made by people around the world, discovering how they were created and what makes them special.

Learning intention

Phonics: To decode words with the phonemes /or/ spelt as ore; and /oa/ spelt as o_e that feature in the text and extend to other known words with the same phonemes. Also mention adjacent consonants when appropriate, e.g. /s/ /t/ /oa/ /n/, stone; /c/ /l/ /oa/ /s/, close.

Comprehension:

- Retrieve and record information/key details from the text
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: Why do you think the author chose this title? What is a landmark? Discuss the picture. What do you see? Compare this with the title page illustration. Do you know what these landmarks are? (The Matterhorn in Switzerland and Big Ben in England) Is this a fiction or non-fiction text and how do you know? (non-fiction – it has facts about real things and is illustrated with photos) Ask: Who is the author? Have you read any other books by Susan Frame? What are the titles? (In the Reading Road series, Susan has written Dot and Dash, On your feet, Look at the tails!) Read the blurb together on the back cover. What illustration is on the back cover? (Canton Tower in China) Invite students to share any prior knowledge of the topic of the book, and make predictions about what

might happen in the text and what kind of information might be given. Keep a note of predictions and return to them later. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /or/ and /oa/. Flip through the text to find and read words with those sounds. Think of words that rhyme with *more* and *stone* (e.g. core, tore, bore, sore, wore; phone, lone, alone, bone, tone)

Vocabulary check:

explore p 8 investigate or study

zone p 24 region or area

Morphology: prehistoric p 26 before or prior to written history. Pre means before or prior to.

Etymology: discover p 26 uncover something. Middle English (in the sense "make known"): from Old French *descovrir*, from late Latin *discooperire*, from Latin *dis-* (expressing reversal) + *cooperire* "cover completely".

Tricky word practice: Display the tricky words *would* and *their*. Ask: What are the tricky parts of these words?

would – the tricky part is *oul* which says /oo/ as in *stood*.

their – the tricky part is *eir* which says /air/ as in *pair*.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. Ask: What is significant about the landmark on pp 2-3? (Mount Everest in Nepal is the highest mountain on Earth. Sir Edmund Hillary from New Zealand and Tenzing Norgay from Nepal were the first people to reach the top.) Ask: Why has the author used the word "staggering" on p 5? What does it mean? What animal lives in the Grand Canyon on p 6? (desert bighorn sheep) What would they need to be good at to live in such a steep place? (balancing on rocks and climbing) What does "as long as" mean on page 6? (for a long time) Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *explore* on p 8. /e/ /ks/ /p/ /l/ /or/, *explore*. Say the word *mountain*. The /ai/ is a schwa sound.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it by summarising the main ideas, e.g. *Way up high (Mountains)* pp 2-5; *Cutting through rock (Canyons)* pp 6-9; *Rivers – long and deep* pp 10-13; and so on.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out

and blending and praise good use of this strategy especially with words containing the focus phonemes /or/ written as ore and /oa/ written as o_e and words with adjacent consonants.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 11, ask: Why do you think the river Nile is a landmark? (it's the longest river on Earth and people have lived near it for hundreds of years) On p 18 ask, why do you think Big Ben is a landmark? (The bell is high up so it can be seen from far away. It tells people the time throughout the day.)

After reading

Apply learning: Discuss the text. Ask: What have you learned about landmarks? Which landmark means the most to you? Which do you think are more impressive – manmade landmarks or natural landmarks? Do you know of a landmark near where you live?

Comprehension: Return to students' predictions and discuss if they were correct or how they differed. Were there any surprises? Discuss the questions on the inside back cover. Then ask: What makes the Matterhorn a special landmark? What makes the Acropolis a special landmark? How did you feel when you saw the landmark on p 28?

On p 5 you will find the possessive apostrophe in Matterhorn's peak. What does this mean? (the peak belongs to the Matterhorn mountain) Find other examples of the possessive apostrophe and explain their meaning, e.g. sharks' teeth p 12, planet's deepest river p 12.

Sometimes in the text you will see words in quote marks, e.g. 'forest' on p 16. Why is this? (because it's not a forest as we would normally know it, with trees; this one is made of rocks that look like trees, so it's a word that is being used in an unfamiliar way) Find other words in quotes in the text and explain why they are in quotes, e.g. 'slot canyon' on p 8. (it introduces a term that students may not have heard of before)

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in a similar manner to their partner, then swap over. (partner fluency reading) Choral-read part of the text together to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 14-15)

Odd forests

Cloud forests

Cloud forests are found high up on the sides of mountains. It is misty there. Cloudy fog clings to each leaf at the top of the trees. The fog then turns into drops of water. The waterdrops drip to the ground, giving the trees the water they need to grow. This water is called 'fog drip'.

Cloud forests are home to lots of living things, from hummingbirds to jaguars.

(pages 16-17)

Stone forests

A stone forest is made of limestone rock, not trees. The 'forest' begins its life under the sea. The flowing sea water rubs away the limestone, leaving sharp pointed rocks behind. These rocks look like trees, which is how a stone forest gets its name. Madagascar in Africa has the best stone forest on the planet. It is no longer underwater. When you get there, you will see amazing towers of rock, shooting high up into the air. It is home to birds, reptiles, bats and more.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/or/ spelt as ore, /oa/ spelt as o_e, suffixes, schwa sound.

Worksheet 2: Comprehension

Write about landmarks.

Answer questions about the text.

Write a summary of the text.

Worksheet 3: Science

Make a flowchart on fog drip.

Make a cloud forest diorama.

Write about cloud forests and fog drip.

Worksheet 4: History and Report Writing

Complete a graphic organiser about The Acropolis and the Parthenon.

Write a report on The Acropolis and the Parthenon.