

TEACHING NOTES

Series: **Managing Our Resources** Title: **Minerals: A Resource Our World Depends On**

What are minerals? What is the hardest mineral? Why do our bodies need minerals? This book answers these questions and more.



Text Structure

QUESTION AND ANSWER

Have students turn to the table of contents and read the entries. Then, have them flip through the book and notice that the headings correlate to the table of contents. Ask students why they think the author chose to begin each section with a heading that is a question. Discuss how this can help them as readers predict what they will read about in that section. Turn to page 6 and have students read that heading aloud. Have students think about the question and name some things they will be looking for as they read the section.



Text Feature

INDEX

Have students turn to the index on page 32 and discuss how it provides an alphabetical listing of important topics and terms contained in the text. Model how the index can be used to locate where specific information can be found in the text. For example, if a student was doing a report on magnesium, he or she could pick up this book and flip to the index to quickly find out that the text would be a resource and that the information is located on pages 9 and 12.



Comprehension Strategy

DETERMINING IMPORTANCE


Graphic Organizer

Discuss with students that some ideas are more important, or of a broader scope, than others and that authors usually organize texts using main ideas that are supported by details. Read pages 4 and 5 aloud and model how to distinguish between essential ideas and supporting ideas.

THINK ALOUD

"After reading this section, I ask myself what the main idea is. What is the big idea that the author is telling on these pages? Is it that minerals are very useful natural resources? The other sentences and captions give specific details that tell me more about this main idea."

Demonstrate how to record the main idea and supporting details on a chart similar to the graphic organizer. As students read, have them choose a section of the book and identify the main idea and details, recording the information on the reproducible.

 **Word Study** ACTION WORDS

Write the word 'extract' on the board and ask students if they know what that term means. Turn to page 22 and read the text aloud. Guide students in using context clues to discern that extract means to remove. Remind students that extract is an action word, or verb. Ask students to name other verbs on the page ('separated', 'heated', 'combine', etc.). Encourage students to pay attention to verbs throughout the text. After reading, you might ask students to revisit the text and compile a list of action words.

 **Writing and Responding** ACROSTIC POEM

Write the word MINERALS vertically on the board. Have students work individually or in groups to write words or phrases that begin with each letter from the words to compose an acrostic poem. For example:

Mining for these valuable minerals
Invites people to extract things from the earth
Needed tools to find minerals include
Electricity, gravity, magnesium, and radiation
Rock bursts can be dangerous
Although processing rock is essential for separation
Life without minerals could occur
Seems we need to recycle

Main Idea and Details

