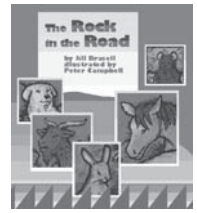


The Rock in the Road

by Jill Brasell

illustrated by Peter Campbell



Book Summary

This is a simple play of how the collective strength of a group of animals solves a problem that none of them could solve individually.

Features of the Book

- The character list and introduction.
- Repetition as a support for the reader.
- The use of increasing numbers – “What are you four doing?”
- The frequent use of question marks, exclamation points, and commas.
- The high-frequency contractions – “What’s,” “won’t,” “You’re,” “can’t,” and “it’s.”
- The use of parentheses and/or italics for stage directions.
- The support in the illustrations.

Purpose

The Rock in the Road can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the plot and characters within the story;
- S** comparing books by different authors written in the same genre;
- S** discussing the organizational structure of the text;
- S** writing a recount of the story using own words.

Introducing the text

Inform the children that this is a story written as a play. Suggest that after they have read it, they might like to perform it.

Discuss the illustrations on the cover and read the title to the group.

– *What do you think the story will be about?*

Reading the text

- S** Identifying the plot and characters within the story.
- S** Comparing books by different authors written in the same genre.
- S** Discussing the organizational structure of the text.

Title page – Read the title page information together.

Pages 2 and 3 – Familiarize the children with the layout of the play’s script.


– *How will Rabbit get past the rock? Will Dog be able to help?*

The illustrations in this play offer some support for readers, but they still need to be fully aware of the conventions in the text before they begin to read the play for themselves. Explain that they will be reading all of the parts themselves but that in a performance, each person usually takes one part. Discuss the use of italics for stage directions and the use of punctuation to help expression. Children now read the book independently.

Revisiting the text

Ask the children to find examples of contractions and discuss why they have been used. Provide copies of *The Most Terrible Creature in the World* and *The Little House* from the Pacific Literacy series (early fluency) as a comparison.

Following Up

- S** Writing a recount of the story using own words.
-  The children could retell the story to a partner or rewrite the play as a narrative.
- B** Complete the blackline master opposite.