

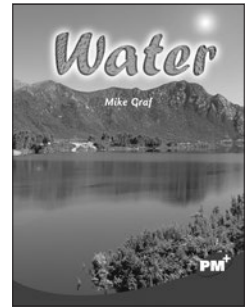
Water

PM Level 27

Ruby

Text Type Information Report / Explanation

Running Words 1959



Preparing for Guided Reading

Orientation to the Text

- This book looks at the different forms of water, the water cycle and how water has been used by people over the centuries. It also examines what we need to do to use this precious resource wisely.

Prior Knowledge

- Rule a chart with two columns: *Essential* and *Non-Essential*. Discuss essential and non-essential water usage and add these ideas to the chart.
- View a world globe and discuss where water can be found, e.g. ocean – salt water; lakes – fresh water; polar icecaps – frozen water; rainforests – humid atmosphere.

Building the Balanced Reader

Grammatical Conventions

- Draw students' attention to the use of technical words and topic-related vocabulary. Find the base word for each word and suggest words built from the base word, e.g. *electricity* (base word): *electric*, *electrician*, *electrical*, *hydroelectric*.
- Draw students' attention to the use of commas in sentences that begin with a time element, e.g. *In ancient times, ...* Discuss the purpose and effect of the comma. Have students search for further examples of these.

Vocabulary

Key Vocabulary

abundant, aqueducts, aquifers, atmosphere, condenses, distribution, efficiently, evaporates, habitats, hydroelectricity, glaciers, irrigation, liquid, particles, purified, reservoirs, sewage, shaduf, turbine, vapour

Spelling

- Identify root words in the text and make new words by adding prefixes and/or suffixes, e.g. *efficient*, *efficiently*, *efficiency*; *electric*, *electricity*, *electrical*, *hydroelectricity*.
- Use a dictionary to locate the origin and meaning of the prefix *hydro-*. Make a list of other words that use this prefix.

Visual Literacy

- Use of visual text to enhance meaning – photographs, illustrations, labelled diagrams, graphs and charts, cross-sections and cycle diagrams
- Revisit the diagram of the water cycle and discuss the features of this diagram. Is there a start and a finish? Are the labels single pieces of information? Have arrows been used to indicate direction? Which words connect the ideas? Why is the diagram made of simple symbols? Which technical terms have been used?

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 13 after setting the focus questions:
How have modern methods of moving water benefited people?
Most of the world's water is fresh water – true or false? Explain.
- Discuss the processes that may occur for people to obtain rainwater for domestic use. As a group, sketch a flow chart of these processes, based on prior knowledge.
- Ask students to read to the end of p. 22 after setting the focus questions:
Why does water need to pass through a treatment plant before going to homes?
How does water reach people living in deserts?
Why was cloud-seeding invented by scientists?
- Share students's responses to the focus questions, then discuss the following:
Which city has approximately five times less rainfall than the world's average?
Which city is drier – Alice Springs, Cairo or Las Vegas?
Which groups of people might be concerned about the use of hydroelectricity?

Comprehension

- What is necessary for the water cycle to happen? (*Literal*)
- Is water ever used up? (*Inferential*)
- If approximately two-thirds of the Earth is covered with water, why is it such a precious commodity? (*Applied Knowledge*)

Follow-up Activities

- Provide resources for students to make a *How to Save Water at School* posters. Display these in the school corridors.

Learning Intentions

- We are learning to understand different forms of visual communication in a factual text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up