

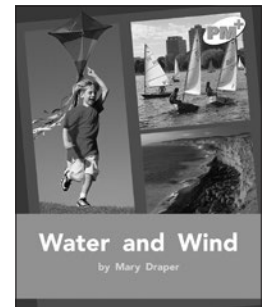
Water and Wind

PM Levels 24/25

Silver

Text Type Information Report / Explanation / Procedure

Running Words 748



Preparing for Guided Reading

Orientation to the text

- Read the title and study the cover and title page photographs. Discuss ways in which water and wind influence weather conditions and, as a result, make changes to the environment.

Prior knowledge

- Water and wind are powerful forces that shape the surface of the Earth. This text explores the effects of water and wind, and introduces the water cycle.

Building the Balanced Reader

Vocabulary

Key vocabulary

clear, collects, cycle, damage, floats, forces, fresh, surface, underground, weather

Content Words

creatures, crystals, fierce, liquid, natural, salty, scatter, scrapes, snowflakes, terrible, three-quarters, vapour

Decoding

- Apply a complex range of skills to assist in decoding unfamiliar words.
- Use knowledge of text types, language features and vocabulary related to the theme of the text to assist with decoding unfamiliar words.

Focusing on the story – guided reading

- Develop an understanding of the word *liquid*. Study the diagram (a pie graph). Explain the meanings of 97% and 3%. Ensure that students understand the percentage symbol. Ask, *Why do you think most water is salty?* Inform students that some oceans are so deep that they contain large underwater mountain ranges. Ask, *What is wind? How do you think wind and water help living things?* Discuss the types of damage caused by the powerful forces of wind and water.
- Ensure that students understand the water cycle. Study the diagram. Ask, *How does the diagram explain that water is constantly being recycled? Why do you think the amount of water on the Earth is never used up?* It is important for students to understand that moisture in the air collects as vapour when water is heated. Ask, *What do you think happens to the minerals in salty water when*

water from the oceans turns into water vapour? Read and discuss the *Did you know?* statement. Recall that fresh water has almost no taste or smell.

- Explain that experiments extend our thinking about the topic being studied. Remind students that an experiment requires them to ‘do something’. Provide the materials needed and have students set up the experiment after reading the text. Encourage them to predict what may happen. Ensure that students are able to link what happens to the water in this experiment with the water cycle explained on pp. 8–9. Discuss the questions and the conclusion. Read and discuss the *Did you know?* statement.
- Find the word *crystal* in the dictionary. Ask, *How would you describe ice crystals to someone who had never seen them?* Invite students to recall occasions when they have encountered ice, frost, hail and snow. Talk about how icebergs form. Read the *Did you know?* statement. Ask, *What damage do you think hailstones the size of tennis balls would cause?*
- Discuss reasons for drinking lots of water. Ask, *Why should people drink lots of fresh water in hot weather or when exercising?* Read and discuss the *Did you know?* statement. Discuss how living things rely on water. Recall how plants in desert environments have adapted in order to survive severe climatic conditions.
- Identify verbs that describe how the Earth’s water is recycled, i.e. *warms, rises, falls*, etc.
- In groups, have students select key words from the text. Using dictionaries or a thesaurus, have them write a glossary of terms. Share and compare definitions.

Comprehension

- How much of the Earth’s surface is water? (*Literal*)
- Why is the process of water moving up into the sky and back down to earth called a ‘cycle’? (*Inferential*)
- How can wind be dangerous for people? (*Applied Knowledge*)

Follow-up activities

- Re-read *The water cycle* on pp. 8–9. Revise the purpose of explanatory texts, i.e. they explain how things work or why things happen. Identify verbs that describe how the Earth’s water is recycled, i.e. *warms, rises, falls*, etc.

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Learning Intentions

- We are learning to apply a complex range of skills to decode unfamiliar words in the text.
- We are using our knowledge of text types, language structures, vocabulary, Contents and the Index to gain a deeper understanding of the text.
- _____

Success Criteria

- I can use a wide range of skills to assist me in reading unfamiliar words in the text.
- I can use my knowledge of text types, language structures, vocabulary, Contents and the Index to gain a better understanding of the text.
- _____

Guided Reading Notes

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