

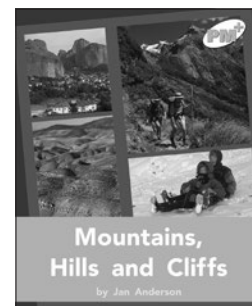
Mountains, Hills and Cliffs

PM Levels 22/23

Gold

Text Type Information Report / Explanation / Poetry / Procedure

Running Words 639



Preparing for Guided Reading

Orientation to the text

- Point out the different signs and symbols used on maps to show flat land, high hills, mountain ranges, etc. Point out the blue lines indicating rivers.

Prior knowledge

- Mountains form some of the world's largest and most dramatic landforms, and are where most of our rivers start. They are a venue for many recreational activities and a challenge for people who climb them.

Building the Balanced Reader

Vocabulary

Key vocabulary

also, flowing, folded, mountain

Content Words

breathe, crust, enemies, formed, gushing, landscape, lava, outlines, oxygen, peaks, summit, toboggans, valleys, volcanoes

Decoding

- Attempt to decode unfamiliar words by utilising knowledge of text types, language features and vocabulary related to the theme of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Study the photographs. Talk about how hills and cliffs differ from mountains. Read the *Did you know?* statement. Inform students that the height of a mountain is measured in distance above sea level. Notice that the heights of some mountains break above the clouds.
- Study the photographs on pp. 6–9. Search the text for significant information. Read the *Did you know?* statement. Turn to p. 24 and read the meanings of *range* and *peak*. Inform students that deciduous forests usually grow near the bottom of a mountain, while coniferous forests grow further up the mountain where it is colder. Describe mountain plants, e.g. lichens, alpine grasses, mosses. Remind the children that when mountains are very steep or in a very cold environment, the extreme temperatures restrict the growth of all plants. Talk about rivers that

begin in the mountains, flowing down valleys and across plains to the sea. Remind students of the number of syllables in each line of a haiku poem.

- Study the diagrams on pp. 10–13 and encourage students to read details from the text as the information on these pages is discussed. Explain that a diagram is a pictorial form of presenting information. Turn to p. 24 and read the meanings of *crust* and *summit*. Provide a simple explanation of what the Earth's crust is made from. Share photographs or diagrams of a cross-section of the Earth's different layers to reinforce understanding. Read the *Did you know?* statement. Ask, *Why do you think people climb to the summits of very high mountains?* Recall key words that relate to mountains, e.g. *summit, peak, range*. Reinforce information about volcanoes.
- Ask students why people in the past wanted to build towns on hills. Read the text to confirm their ideas. Ask, *Why do some people today like to build on a hill?* Read and discuss the *Did you know?* statement.
- Recall how mountains were formed through the movement of the Earth's crust. Talk about other contexts in which the word *steep* is sometimes used, e.g. a steep street. Read and discuss the *Did you know?* statement. Look in the dictionary for the meaning of *chalk*.
- Some students might wish to share their own experiences of having fun in the mountains. Reinforce being responsible for our personal safety.

Comprehension

- What is a mountain? (*Literal*)
- Why can't trees grow on steep, rocky mountains? (*Inferential*)
- Why is clay suitable to use for making a model of a landscape? (*Applied Knowledge*)

Follow-up activities

- Have each students write a narrative story about an imaginary rescue. Prepare students by discussing problems that might occur in a mountainous environment. Ensure that students are able to write a realistic resolution to the problem.

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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 and vocabulary to gain a deeper understanding of the text.

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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 and vocabulary to gain a better understanding of the text.

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Guided Reading Notes

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