

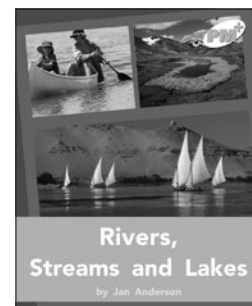
Rivers, Streams and Lakes

PM Levels 22/23

Gold

Text Type Information Report / Exposition / Recount

Running Words 568



Preparing for Guided Reading

Orientation to the text

- Identify rivers and lakes on a local map. Discuss the need to care for our water environments, e.g. what happens when chemical fertilisers are washed out of the ground by rain. Talk about why water environments must be saved from further damage and pollution.

Prior knowledge

- Rivers, streams and lakes are important natural environments that are used in many different ways. They can provide essential drinking water, be harnessed for electricity or enjoyed by people for recreational activities.

Building the Balanced Reader

Vocabulary

Key vocabulary

areas, creeks, flow, mountains, spreads, streams, travel, wire

Content Words

barges, canals, cargo, carry, drawbridges, overflow, pollute, salty, tarns, transport, waterfalls

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply a complex range of skills to assist in decoding unfamiliar words.

Focusing on the story – guided reading

- Read the contents page. Encourage students to share what they already know about the chapter headings.
- Talk about the use of rivers as a natural environment for relaxation and recreation, e.g. picnics, water skiing, kayaking, etc. Discuss various types of water transport. Turn to p. 24 and read the meaning of *cargo*. Ask, *Where does the area where you live get its water from?*
- Reinforce reasons why rivers start high up in the mountains or flow out of a lake. Look at a local map to find places where one river flows into another. Some students may be able to name waterfalls they have visited. Encourage students to explain how the gradient of the river path determines its flow. Read the *Did you know?*

statement. Find the Nile on a world map. Point out that it flows through desert areas. Reinforce symbols used for map reading. Talk about why some areas are more prone to flooding than others. Discuss preventive measures that may be taken to control further flooding.

- Discuss the uses of large storage dams. Talk about dams in relation to the production of electricity (see *Electricity Makes Things Work*). Read and discuss the *Did you know?* statement. Talk about animals that sometimes build dams, e.g. a beaver.
- Revise the purpose of a bridge. Talk about why particular bridges are more suitable for some environments than others. Explain that most rivers today have bridges.
- Explain that the difference between a river and a stream is their size. Study the photograph of the platypus. This animal has webbed feet like a duck and a tail like a beaver. Its home is a burrow in the bank of a river or stream. Ask, *What other animals live in streams?* Discuss the purpose of the child's poster, i.e. to confirm why rivers, streams and lakes are important.
- Discuss reasons for class trips. Recall the features of recount writing.
- Ensure that students understand that lakes can be large or small, wide or narrow, shallow or deep. Some lakes are found in deserts (an oasis) and some in mountain ranges (a tarn). Turn to the glossary on p. 24 and read the meaning of *tarn*. Ask, *When might a lake dry up? How would the habitat in fresh and salt water lakes vary?* Explain how the movement of ice and snow, and also lava from a volcano, can establish a lake when the natural flow of a river is prevented.

Comprehension

- What causes a river to flood? (*Literal*)
- Why does a drawbridge need to be opened up to let big boats go through? (*Inferential*)
- What will happen if we don't care for our waterways? (*Applied Knowledge*)

Follow-up activities

- Research the path of a long river (or a river that is in your own area) from its source. Discuss the journey, e.g. where it starts, how it flows, how it changes shape, etc. Construct a mural that shows this journey. Add captions stating what happens to the river while on its way to the sea.

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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