

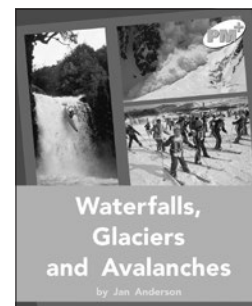
Waterfalls, Glaciers and Avalanches

PM Levels 22/23

Gold

Text Type Information Report / Recount

Running Words 618



Preparing for Guided Reading

Orientation to the text

- Extend students' understanding of topic-related vocabulary during this discussion. Locate any places mentioned by students on a world map (or globe).

Prior knowledge

- This text focuses upon the movement and flow of water, ice and snow, and how this affects the environment and the lifestyles of the people who live there.

Building the Balanced Reader

Vocabulary

Key vocabulary

flows, kayaking, mountain, rescuers, valleys

Content Words

Antarctica, avalanche, cascades, crevasses, glacier, ledge, rafting, waterfall

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

- Read the chapter headings from the contents page. Point out the indented sub-headings and talk about how they classify information within a topic.
- Discuss the diagram on p. 7. Remind students that a diagram provides an explanation of how something happens or works. Invite students to talk about waterfalls they have seen. Reinforce information that explains how waterfalls are formed. Compare the flow of water over waterfalls of different heights. Identify key words that describe shape, e.g. narrow, wide, not very high, etc. Read and discuss the *Did you know?* statement. Check the meaning of *cascades* in the dictionary.
- Study a photograph of the Eiffel Tower. Read and discuss the *Did you know?* statement. Recall that a diary is a personal recount of events. Mark where both waterfalls are on a world map. Discuss the

tourist attraction of famous waterfalls. Inform students that large numbers of people visit these sights.

- Compare glaciers and waterfalls, i.e. a glacier is ice (frozen water) that moves slowly with almost no noise, while a waterfall is flowing water that often moves quickly and can create a lot of noise. Study the shape of a glacier, i.e. shaped like a tongue – wide at its source, narrow near the bottom.
- Turn to the glossary on p. 24 and read the meaning of *crevasse*. Talk about the dangers they present.
- Mark Antarctica and the Lambert Glacier on a world map. Read and discuss the *Did you know?* statement.
- Compare the flow of snow (an avalanche) with the flow of ice (a glacier) and the flow of water (a waterfall). Reinforce important information, e.g. an avalanche moves quickly while glaciers move slowly. Compare the noises made by avalanches, waterfalls and glaciers. Point out that avalanches, like deserts, can be started either by nature or by people.
- Read and discuss the newspaper report. Talk about the dangers encountered by rescue workers in this and other situations.
- Reinforce the need to preserve our water and mountain environments so that they might continue to be enjoyed.

Comprehension

- What is a glacier? (*Literal*)
- Why are avalanches very noisy? (*Inferential*)
- What can we do to protect our water and mountains? (*Applied Knowledge*)

Follow-up activities

- Study how the text is organised in newspaper articles, e.g. 'A Hero in the Mountains' on p. 21 and 'Big Oil Spill' (*Oceans, Seas and Coasts*, PM level 22, p. 17). Compare this type of writing with a narrative style. Recall information in *Waterfalls, Glaciers and Avalanches* that would be of interest to newspaper readers, e.g. what they look like, sound like, spectacular features, etc. Have students write their own context-specific articles. Remind them to check that the articles are organised factually and precisely.

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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