

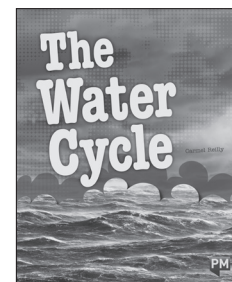
The Water Cycle

PM Level 26

Emerald

Text Type Information Report (Informative), Exposition (Persuasive)

Running Words 1837



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of rain, hail and snow, both positive and negative.
- Ask students what they do each day to save water at home and at school.

Orientation to the text

- In this book, the reader learns about the importance of the water cycle for life on Earth, and where water is stored, both in nature and by humans.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of *does not*, *cannot* etc, in this book – how they are not written as elisions with apostrophes. Ask, *Why do you think the longer forms of these expressions are used in this kind of report?*
- Discuss the persuasive language in the exposition, e.g. *great idea*; *Everyone knows*; *we are confident*; *In conclusion*; *we believe...*

Vocabulary

Key vocabulary

census, clouds, condensation, cycle, equator, established, evaporation, filters, fresh, groundwater, hailstones, precipitation, saline, vapour, waste, water

Spelling

- Draw students' attention to the compound words in the text, e.g. *endless, sometimes, thunderstorm, hailstones, rainfall*. Discuss how compound words tend to give more information than other nouns.

Visual literacy

- Ask students to analyse the pie chart on p. 4. Are they surprised that ocean water makes up so much of Earth's water?
- Direct students to look at the diagram on pp. 2–3 and have them follow the complete cycle in a clockwise direction.

Focusing on the book – guided reading

- Discuss the fact that even if we waste water, the total amount of water on Earth never changes. Ensure students understand that this does not mean we can waste water, because fresh water is precious and is often difficult to access.
- Have students offer thoughts about how the water in the world's oceans came to be so full of salt.
- Discuss the process of condensation, and ask students where they have seen evidence of condensation in their own homes or at school.
- Talk about the fact that most of the rain that falls on Earth lands over the oceans. Do students think this is good or bad for people?
- Discuss why humans need to build dams, reservoirs and tanks to store water. Have students experienced water shortages themselves?
- Ask students if they think it's a good idea for every school to have a water tank, and if their own school has one. If not, can they think of a place where a tank could go?

Comprehension

- What does water vapour resemble when it floats off a large surface? (*Literal*)
- Why are cumulus clouds seen below cirrus clouds? (*Inferential*)
- What would happen if all the ice in the Arctic and Antarctic melted? (*Applied Knowledge*)

Follow-up activities

- After reading the exposition, have students draw a map similar to the one on p. 21, showing the layout of their own school, and where a water tank could go if the school does not already have one. If the school does have a tank, ensure that it is included in the map.
- In their own words, have students describe what they see in the diagram on p. 7.
- Ask students to write a recount of a time they were trapped somewhere due to rain, hail, sleet or snow. How long did they have to wait before they could move on?

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Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.
- _____

Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.
- _____

Guided Reading Notes

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