

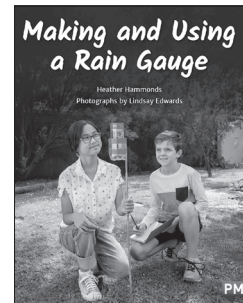
Making and Using a Rain Gauge

PM Level 21

Gold

Text Type Procedure

Running Words 673



Preparing for Guided Reading

Prior Knowledge

- Students should understand that different areas around the world experience different levels of rainfall, and that scientists use instruments to measure rainfall.
- Students should also understand what a procedure is and be familiar with the main parts of a procedural text.

Orientation to the Text

- Have you ever wondered how rainfall is measured? Learn how to make your own rain gauge, where to place it and how to check the results. Then, graph your measurements to help you compare rainfall in your area across two weeks.

Building the Balanced Reader

Vocabulary

Key Vocabulary

clean, edges, first, fold, Peel, pieces, rain, safety, upright, water, write

Content Words

bamboo, centimetre, collect, dates, funnel, gauge, graph, labels, millimetres, permanent, quarter, rainfall, recycling, Scientists, scissors, stake, study, waterproof

Decoding

- Draw students' attention to words that have homophones, such as *piece* and *rain*. Discuss what the word means in the text, and the alternate spellings and meanings.
- Talk about the sound that 'sc' makes at the beginning of *scientists* and *scissors*. Ask, *What other words do you know that start with the same letters? Does this letter combination always make the same sound?*
- Look at the word *waterproof* together. Ask, *What two words make up this compound word? What do each of the smaller words mean?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What text type do you think this is? What are the children on the front cover doing?*
- Explain that procedures often have technical language and what this means. Read pages 2–3 together. Ask, *What words on these pages could*

you call technical words? Read the definition of the word *rainfall* in the glossary and discuss the meanings of other technical words.

- Continue to page 6. Ask, *What do the numbers on this page mean? Why are they important?*
- Read to page 8 together. Ask, *What sort of tape is needed? Do you think waterproof is a technical word? Why or why not?*
- Continue to page 12. Ask, *Why have the numbers started from 1 again? What other information has the author provided to help us understand this?*
- Point out the phrase *bamboo stake* on page 15. Ask, *Why do you think the author included the word bamboo and didn't just say stake? What does this tell you about technical language?*
- Continue to page 18 and discuss the steps involved in using your rain gauge that have been discussed so far. Ask, *What would happen if you didn't follow the steps in order? What do you think the next step in this procedure will be?*
- Read to the end of the text with students. Go back and review how the text was sequenced within each part of the procedure, and overall, to help people follow each section to successfully make and use a rain gauge.

Comprehension

- What is the highest measurement on the rain gauge? (*Literal*)
- Why do you need to mark the measurements on the bottle with a permanent marker? (*Inferential*)
- Why might it be important to know how much rain has fallen in a particular area? (*Applied Knowledge*)

Follow-up Activities

- Provide students with the materials listed on pages 4–5. In small groups, have students follow the procedure to make their own rain gauge, providing assistance as needed. When they have finished, ask each group to write a brief review about how effective they thought the procedure was. What worked well? Was there anything difficult to complete or understand?
- Choose a location at school for the rain gauges to be placed. Monitor and record the results from the rain gauges for two weeks. You will have to put a process in place for the weekend that allows the data to continue to be recorded. After two weeks, guide each group to construct their own graph to show the results. Discuss students' findings.

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Learning Intentions

- We are learning to understand how the information in a procedure is sequenced.
- We are learning to recognise and explain technical language in a procedure.

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Success Criteria

- I can explain the ways the author made the steps in the procedure clear.
- I can describe why steps were put in a particular order.
- I can identify and define the technical language in the book.

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Guided Reading Notes

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