

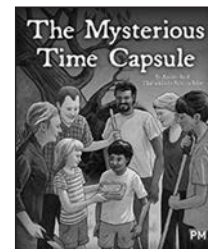
The Mississippi River

PM Level 21

Gold

Text Type Description (Informative)

Running Words 685



Preparing for Guided Reading

Prior knowledge

- Talk about rivers, and some of the ways that people have used them to improve their lives, e.g. as a source of fresh water, for transport, for leisure activities.

Orientation to the text

- In this book, the reader learns about the Mississippi River in the USA, including its significance to Native Americans, its wildlife, and its importance to trade and transport.

Building the Balanced Reader

Vocabulary

Key vocabulary

river, city, farming, boats, bridges, cities, towns, birds, animals, plants

Content words

Mississippi, Minnesota, downstream, fertile, crops, Native, barges, steel, floods, levees, arches, invented, wetlands, otters

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by analysing context and drawing meaning from photos. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- As a class, look at the map on p. 3. Have students observe the course of the river, and count the number of states it flows through, or along. Observe that the river forms part of the border of many of these states.
- Talk about some of the reasons why Native Americans would have liked to live near the river. Discuss why canoes and boats would have been the best way to travel up and down the river.

- Ask, *What is meant by the word 'fertile'? Why do you think the river would make the land nearby so good for farming?*
- Have students consider why the Mississippi River would be an important river for moving goods up and down the USA. Refer them back to the map for further discussion.
- Ask, *What use do you think people make of the Great River Road that runs along the side of the Mississippi River? Do you think it would be popular with tourists?*
- The river is very wide, which makes it good for waterskiing. Ask, *What are some of the other advantages to the river being so wide?*
- Talk about the plants, birds, fish and other animals found in and along the river. Ask students what kinds of human activities might threaten these plants and creatures.
- Revise capitalisation of proper nouns, e.g. Mississippi River, New Orleans, North America, Minnesota.

Comprehension

- Why do people farm the land alongside the river? (*Literal*)
- Why are boating and fishing enjoyed on the Mississippi River? (*Inferential*)
- Why is the Mississippi River an important waterway? (*Applied Knowledge*)

Follow-up activities

- Find the words to the songs *Ride the River* or *Slow Down Mississippi River*. Have students change the words to make it about a river that they have visited in their own country.
- Have students list the raw materials that are shipped from place to place along the river. Have them choose one of these materials and make a list of items that can be made from it.
- Ask students to choose one state from the map on p. 3 and do some research in the library or online to write a short report about it, including population, capital city and the types of goods that are farmed or made there.

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables and affixes, and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge and vocabulary in the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge and vocabulary.
- _____

Guided Reading Notes

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