

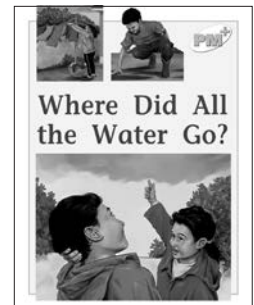
# Where Did All the Water Go?

PM Level 8/9

Yellow

**Text Type** Explanation

**Running Words** 139



## Preparing for Guided Reading

### Prior Knowledge

- Ask students to explain their ideas about water. Accept all ideas and record them on a chart.
- Discuss the water cycle and other cycles e.g. life cycles, that students are familiar with.

### Orientation to the Text

- Explain that this text is a simple explanation of the weather elements rain, wind and the sun.

### Key Language Structures

- Relating verbs *is*, *had* and *are* link information, e.g. *Clouds are made of water. This cloud is big and grey.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*day, here, look, where*

#### Content Words

*cold, clouds, dry, hot, puddles, sky, somewhere, water, washing, wet*

### Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *sk-y, w-i-nd, cl-ou-d-s*.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

### Focusing on the Book – Guided Reading

- Obscure the illustrations on the cover. Have students read the title and predict an answer to the question. Reveal the cover illustrations and discuss details that will guide students into the concepts featured in the book.
- Encourage discussion about the illustrations on each page before reading any of the text.
- Explain that these are rain clouds heavy with cold water. Point out the rain beginning to fall.

- Talk about the natural elements evident in the illustrations.
- Identify the cause and effect statements in the text, e.g. *Here comes the wind. The puddles dry up.* Assist students to understand that the puddles dry up because of the action of the wind.
- Allow each student in turn, to share their thoughts about the text.

### Comprehension

- What kind of day was it when the children went outside? (*Literal*)
- Why did the children run inside? (*Inferential*)
- Did it stop raining in the end? (*Inferential*)

### Follow-up Activities

- On a windy day take students outside to observe the trees being blown about. Discuss how the wind feels against their face and their clothes, particularly if it is blowing hard.
- On a fine, sunny day pour some water on to a sealed area of the playground. Mark the outer perimeter of the puddle with chalk. Record the time. Revisit the puddle an hour later. Discuss the outcome with students. Ask, *Where did all the water go?*
- Observe cloud patterns on different days. Keep a daily chart of the different types of clouds each day. Paint cotton wool to represent the different cloud types and paste it to the daily chart.

# Where Did All the Water Go?

Date \_\_\_\_\_

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## Learning Intentions

- We are learning that cause and effect statements are a feature of explanation texts.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can identify some of the cause and effect statements in an explanation text.
- I can decode unknown words using my knowledge of letter-sound relationships.

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## Guided Reading Notes

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