

Strand: Earth/Space Science

Theme: Rivers

Purpose for Reading: To build understandings of the life of a river.

Comprehension Strategies: Recognizing factual text structures, asking and answering questions, synthesising, summarizing, identifying cause and effect.

Vocabulary

Dictionary Words: plains, river bank, stream, waterfall

Vocabulary Words: forest, reflection, rock, steep ground, zebra

High-Frequency Words: down, from, get, help, little, make, people, some, that, their, them, they, very, what, when, where, will

Before Reading

- Have students describe what a river is. *What other bodies of water are there?* Make a list on the board.
- Read the title and discuss the cover photo. *What is happening at this river? Where might this river be? Do you think this river contains fresh or salt water? What makes you think it must be fresh water?*
- Read the title page together and invite students to discuss the photo. *What do you notice about this river? What sort of countryside is around it?*

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read and discuss the photos and labels. Have students describe what they see in each photo. Discuss the different aspects of each landscape, and assist students to make links to places they know. *Do you*

know a place that looks a bit like that? Where is it? Is there a river there? Where does it flow?

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and discuss what they see. Read the caption on page 5 and discuss what a stream is. *How is a stream different from a river? Is this the only stream in this area?* Sketch a quick diagram to show how streams join up to become a river.
- Pages 6–7: Have students look at these pages and describe this river. Read the label and caption. *Have you seen reflections in other rivers? Which rivers? What is reflected? What is growing along the river banks?*
- Pages 8–9: Have students look at these pages and discuss what is happening. Read the label and caption and discuss what a rock cliff is. *What do we call water that flows over the rock cliff?*
- Pages 10–11: Have students look at these pages and discuss what is happening to this river. Read the label. Discuss the term *river mouth*. Read the caption and discuss the terms *narrow* and *wide*.
- Pages 12–13: Have students look at these pages and discuss what is happening. Read the label, caption, and heading. *What is a habitat? Whose habitat is this? Would this be fresh water or salt water? What makes you think it must be fresh water?*
- Pages 14–15: Invite students to look at these pages and discuss what they think they are about. Explain that a diagram uses words and pictures to show information. Discuss the labels. *How many rivers does this diagram show? Where do the rivers lead?*

What leads into the rivers? Where do the streams flow from? Discuss the flowchart on page 15. Which way do we read it? What tells you to read from the top to the bottom? Read and discuss the flowchart.

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Have students continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Turn to pages 14–15. Have students talk about what happens at each stage of the rivers' cycle. Help them identify cause and effect. Prompt with questions such as, *What causes the water to flow into the streams? What might cause the ice to melt? Why does the river flow to the ocean?*
- Help students summarize each stage of the flowchart into one sentence.
- Have students read the labels on these pages. Using what they know about the life of a river, have them work in pairs to write the labels in order to match the flowchart. Support them to insert the extra words that are not shown on the table.
- Have students sort oceans, rivers, and streams in order of size.

Vocabulary and Word Recognition

- Turn to the picture dictionary on page 2. Have

students find the compound word. Discuss what a compound word is. Have students brainstorm compound words they know. List on the board. Have students clap the syllables in the page 2 words and the words in the list on the board.

- Write the headings *Icy Places*, *Deserts*, and *Rain Forests* on the board. Have students brainstorm words that are associated with each place. List the words underneath the headings. Reread each list.

Oral Language

- Have students choose an icy place, a desert, or a rain forest for this task. Have them describe to a partner what this place looks like, sounds like, and feels like. Use the book if needed.

Writing

- Have students write about an animal that uses the river. Have them write the animal's name, and how it relies on the river to survive. Have students describe what would happen to the animal if the river dried up.

Creative Extension Activities

- Choose one place from the book and have students create a collage of this setting. Add labels to show important parts of the setting.
- Have students work in pairs. Provide each pair with modelling clay and straws or droppers. Have them make a model showing how the water flows from the mountains to the ocean.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Find words in the book with one, two, and three syllables.

One-Syllable Words	Two-Syllable Words	Three-Syllable Words

Read your lists. Clap and say each word to check the number of syllables.

Name: _____

List all the compound words you can find in the book.
Then make another list of compound words you know.

Book's Compound Words	Other Compound Words

Choose two compound words to write one sentence.
