

### Strand: Geography

### Theme: Locations

**Purpose for Reading:** To develop understandings of different rivers around the world and where they are located.

**Comprehension Strategies:** Making connections to the world, synthesizing, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* Amazon River, Colorado River, Huang River, Nile River

*Vocabulary Words:* Africa, Asia, Earth, meander, North America, river bank, river bed, river mouth, sea, source, South America

*High-Frequency Words:* all, away, big, do, down, from, has, make, no, of, some, that, there, very, was

#### Before Reading

- Read the title and invite students to talk about the river in the photo. Have them describe what they see happening on the river, and what the homes and land around the river look like. Ask them whether this river is in their country. *What clues from the photo tell you this is a different country?* Discuss any local rivers the students know about.
- Read the title page together and ask students to talk about this river. *What is different about this river?* Invite students to share their observations of the landscape around this river.

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the river in each photo.

Ask students whether they have heard of any of these rivers and invite them to share their prior knowledge.

#### Take a Photo Walk

- Pages 4–5: Invite students to describe what this diagram shows. Discuss the names of the continents and read the names of the rivers in the key. Ask students to indicate the continent in which particular rivers are located.
- Pages 6–7: Invite students to look at the map and read the labels. Have students discuss where the Amazon River is located. *Where does it flow to?* Remind them of any important information that was shared about this river.
- Pages 8–9: Invite students to read the labels on the map and discuss where the Nile River flows. *What do you notice happens to the Nile River in the centre? Where does it flow to?*
- Pages 10–11: Ask students to look at the photo and describe what the Huang River looks like. *What could make it look that colour?* Read the labels on the map and discuss where the Huang River is located and where it flows to.
- Pages 12–13: Invite students to look at the photo and read the labels on the map. In which country is this river located? Discuss what the Grand Canyon is. *Where does the Colorado River flow to?*
- Pages 14–15: Invite students to read the title of the diagram and discuss the labels. Talk about the meaning of *bed*, *bank*, and *mouth* in relation to rivers.

## Read the Book

- Ask students to turn to the front 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. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check*
- Remind students to use the labels and maps to help them.
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Invite students to return to the book and talk about the rivers. Use questions such as, *Which river is the biggest on Earth? How wide is it?*
- Talk to students about the similarities and differences between the rivers. Prompt them with questions such as, *How are the Nile River and the Amazon River similar? How are the Huang River and the Colorado River different?*

### Vocabulary and Word Recognition

- Have students find the word *there* on page 3. Write the word on the board and ask students to think of words that remind them of this word. List them on the board. Have students think of sentences containing the word *there*. (Write any sentences containing *their* on another part of the board, using a different colour.) Ask students to come out to write the word *there* in each sentence. Ask students to write the word, checking it for accuracy. Have them write it five times, saying it as they write it.

- Return to the sentences containing the word *their*. Have students read aloud the sentences containing both *there* and *their*. Tell them that although these words sound the same, they have different meanings and spelling. Ask students to reread the sentences silently and think about the meaning of *their*. Share their responses and clarify that *their* is used to indicate ownership; for example, *their house* or *their car*. Have students think of more sentences containing *their*. Have them copy *their* from the board, checking its spelling. Have them write it five times, saying it as they write it.

### Oral Language

- Have students work in pairs using the map on page 5 of the book. Write the names of the continents on the board. Have students take turns asking each other where (in which continent) various rivers are located.

### Writing

- Have students write the meanings of two river terms. Tell them to use page 14 of the book.

### Creative Extension Activities

- Have students make a group collage showing different things you can use rivers for.
- Have students scramble the names of rivers from the book and give them to a friend to solve.
- Have students draw a map of their country showing where the rivers are.

### Independent Follow-Up Activities

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

Name: \_\_\_\_\_

Answer these questions.  
Use the book to help you.

What is a river?

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Which continent has no rivers?

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Which river contains the most water?

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Which is the longest river on Earth?

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Which is the muddiest river on Earth?

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Which river flows through a very deep canyon?

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Name: \_\_\_\_\_

People use rivers for many things, such as canoeing, fishing, and swimming. Draw and label as many uses for rivers as you can.

