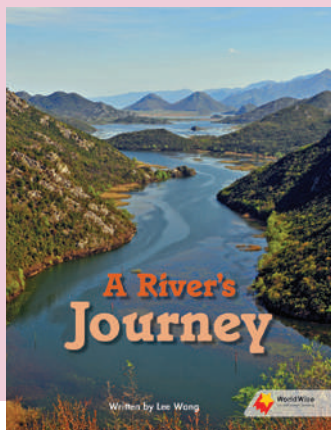


Lesson Plan

**Fluent
reading stage
Levels 19–20**



A River's Journey describes how a river changes as it flows from high in the mountains all the way to the sea. It describes the various formations that the moving water makes, and the different animals that live in and near the river.

Informative text types:
Explanation/Description

Science Curriculum links

Australia

- **ESS (ACSSUO32)** Earth's resources are used in a variety of ways

New Zealand

- **PEB:** Water, air, rocks and soil, and land forms make up our planet and these are Earth's resources

Key concepts

- Rivers begin high in the mountains and flow all the way to the sea, changing in shape and shaping the land as the water moves.
- Different animals live in and near the river.

Content vocabulary

banks, canyons, cliff, delta, estuary, floodplain, floods, flows, gorges, lake, mountains, plains, rain, river, sea, streams, valleys, wade, waterfall

Text features

- Chapters with headings and sub-headings
- Text boxes
- Glossary and index

Reading strategy

- Making predictions

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What is a journey? What sort of journey might a river go on?* Invite students to share their ideas.

Ask: *What do you know about rivers? Where do rivers begin? Where do they end?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *A River's Journey*. Say: *This book describes how a river shapes the land that it moves through.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use what they know about a topic to predict what words mean. They also make predictions about the information they will read.* Have students read the contents page and talk with a partner about their predictions of the content.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What animals do you think might live along a river?*

Have students read chapter 1 independently. Say: *As you read, remember to make predictions about the meaning of words and sentences. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What did you learn about rivers?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What is a plain? Why does water flow more slowly in this section of the river? How does a lake form?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, use what you already know to predict the meaning of any words you find challenging. You can also predict what information might be in the next paragraph you are about to read.*

Bringing it all together

Ask: *What have you learnt about rivers?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *How do rivers shape the land they flow through? Why do different types of animals live at different points along the river?* Discuss as a whole group.

Students could complete the Blackline Master about the land formations that rivers create, and the animals that live along the river.

Reflecting on the reading strategy

With a partner, have students talk about the predictions they made as they read. Ask: *What predictions did you make as you read? How did you know if your predictions were correct? Did it get easier to predict as you read the book? Why?* Invite pairs to share their ideas.

Ask: *How does making predictions help your reading?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work with a partner to take turns being a tour guide and a tourist. Pairs can pretend they are travelling down a river, starting at the mountains and ending at the sea. The tour guide tells the tourist what they see as they travel along the river. Encourage the tourists to ask their tour guides questions.

Vocabulary

Have students work with a partner to browse through the book and list the names of the animals they come across. Have pairs share their animal names and record these in two lists on a chart. On one list, record the animal names that change when the singular form becomes a plural (such as *swans*, *kingfishers* and *ducks*). On the other list, record the names of the animals that remain the same regardless of whether they are plural or singular (such as *sheep*, *red deer*, *crayfish* and *black mudfish*).

Ask: *What is different about these two groups of words?* Have students talk with a partner and then discuss. Draw out that sometimes a different word is used to describe the plural of something, and sometimes the same word is used for both the singular and plural forms.

Visual literacy

In small groups, students can create a large drawing of a river and the journey it takes, starting at the mountains and ending at the sea. Have students add pictures (either drawn or printed) of the animals that live in the different sections of the river.

Writing

Have students write a recount about a journey down a river. Provide the students with a template detailing the structure and elements of a recount.

Planning to write a recount
Name: _____

Getting started
What is my recount about? _____
Who am I writing for? _____

Planning my recount
1. Setting: orientation
Who? _____

What? _____

Where? _____

When? _____

2. Significant things that happened (in order)
First (event 1) _____

Then (event 2) _____

Finally (event 3) _____

3. Conclusion: Comment
Can I summarise what I have written? _____

 **Hint:** What voice will I use?
first person *I, we, my*, or third
person *he, she, they*?
Additional features I could use
☐ Extra facts ☐ Emails ☐ Time lines
☐ Quotes ☐ Photographs ☐ Diaries

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Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Imagine you are floating on a raft along a river, from high in the mountains all the way to the sea. Reread information in the book about the things you would see on this journey.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about what information you will include in your recount, such as the different land formations and animals you might see along a river.*

Use the template to remind the students about the structure of a recount. Say: *Follow the template when you write. Begin by writing about where the recount is set. Then write about the things you saw on your imaginary trip down the river, in the order that you saw them.*

Blackline Master: River journey sights

Name/s: _____

Fill in the data chart by describing the land formations (such as waterfalls and plains) and animals that you might see at the different stages of a river's journey.

	What land formations might you see?	What animals might you see?
High in the mountains		
Winding across the plains		
Meeting the sea		

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