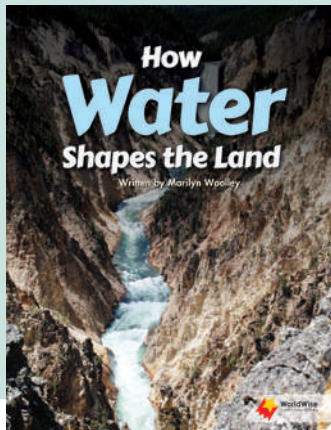


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level V**



How Water Shapes the Land explains the way water in rivers, and water in the form of glaciers create and change landforms such as canyons, gullies, cliffs and gorges. It discusses the fact that water is a precious resource that must be conserved, and reports on the varied strategies people are putting into place to do this.

Informative text types:
Explanation/Report

Science Curriculum links

Australia

- **CS (ACSSU077)** Different observable properties and behaviours of solids, liquids and gases
- **UIS (ACSHE083)** Scientific knowledge is used to solve problems and inform personal and community decisions

New Zealand

- **PEB:** The external and internal processes that shape and change the surface features of the land
- **LW:** The importance of variation within a changing environment

Key concepts

- Moving water in rivers, and moving glaciers change the shape of the land to create and change landforms
- Fresh water is a precious resource and needs to be managed to support the needs of a growing global population

Content vocabulary

air currents, canyons, cliffs, delta, desalination plant, droughts, fertile, floodplain, glacial ice, glaciers, gorges, groundwater, gullies, harvest, hydro-electricity, hydrologists, levees, moraines, reservoirs, run-off, sea level, tributaries, valleys, volume, water vapour, weirs

Text features

- Diagrams, text boxes, sidebars, captions, glossary

Reading strategy

- Synthesising information

First reading session

Getting started

Introducing the book

Give each student a copy of the book *How Water Shapes the Land*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about water, and how it creates and changes landforms such as canyons and cliffs. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about how water shapes the land?* Students work with a partner to write a list of words on sticky notes. Say: *When you are finished, combine your list with another pair's list.* Have each group of four share their list and create a group list.

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *Synthesising information means putting together all of the pieces of information you have about a topic, to come up with new understandings. Today, you will do this by starting with what you already know and building on it as you read the book. You will then be able to use all of this information to create general statements that show your new learning.*

Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, think about the new information you are learning.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What has been the impact of snow and melting ice on Milford Sound? How has the author helped you to understand information about how water moves and how this changes the land?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group..

Independent and partner work

Have the students read chapters 3 and 4 independently. Say: *As you read, use the same process we used with the introduction and chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the new information you have recorded about the topic, how you have built on your knowledge, and what new understandings you now have.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about water? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about water? Why is freshwater precious?* Invite the students to talk about their understandings. Have the students read chapter 4 and the conclusion to themselves. Say: *Now add your thinking about the new information you have to your Graphic Organiser, as well as your overall understandings about the topic.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How did you synthesise information and put all the pieces together to build new understandings?* Have students share a place where they did this.

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What are the main ways that water shapes the land? How are people changing the way water moves? How does this impact on the shape of the land? (Inferential)

Think of a landform you know. How do you think it was formed? How are human activities impacting on the earth's water supply? What can be done about this? How can you help? How might water supplies change in the future? How might this affect the shape of the land? (Synthesising)

What devices has the author used to help describe difficult concepts? What else could have been done to explain these concepts? What is the author's point of view on water? What makes you think this? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students choose one of the diagrams in the book and explain it orally to a partner. Encourage students to use the appropriate scientific vocabulary when speaking and to ask their partner questions to clarify meaning.

Vocabulary

Have students write an A-Z of words related to the topic of water.

Visual literacy

Have students use digital technology to produce a poster that urges people to save water. Encourage students to use a catchy slogan on their poster.

Writing

Have the students write about their opinion, using the prompt: *Water must be conserved*. Provide the students with a template detailing how to plan and write an argument. Remind them to clearly state their opinion and then support it using strong arguments, facts and persuasive devices such as emotive language.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____



Hint: Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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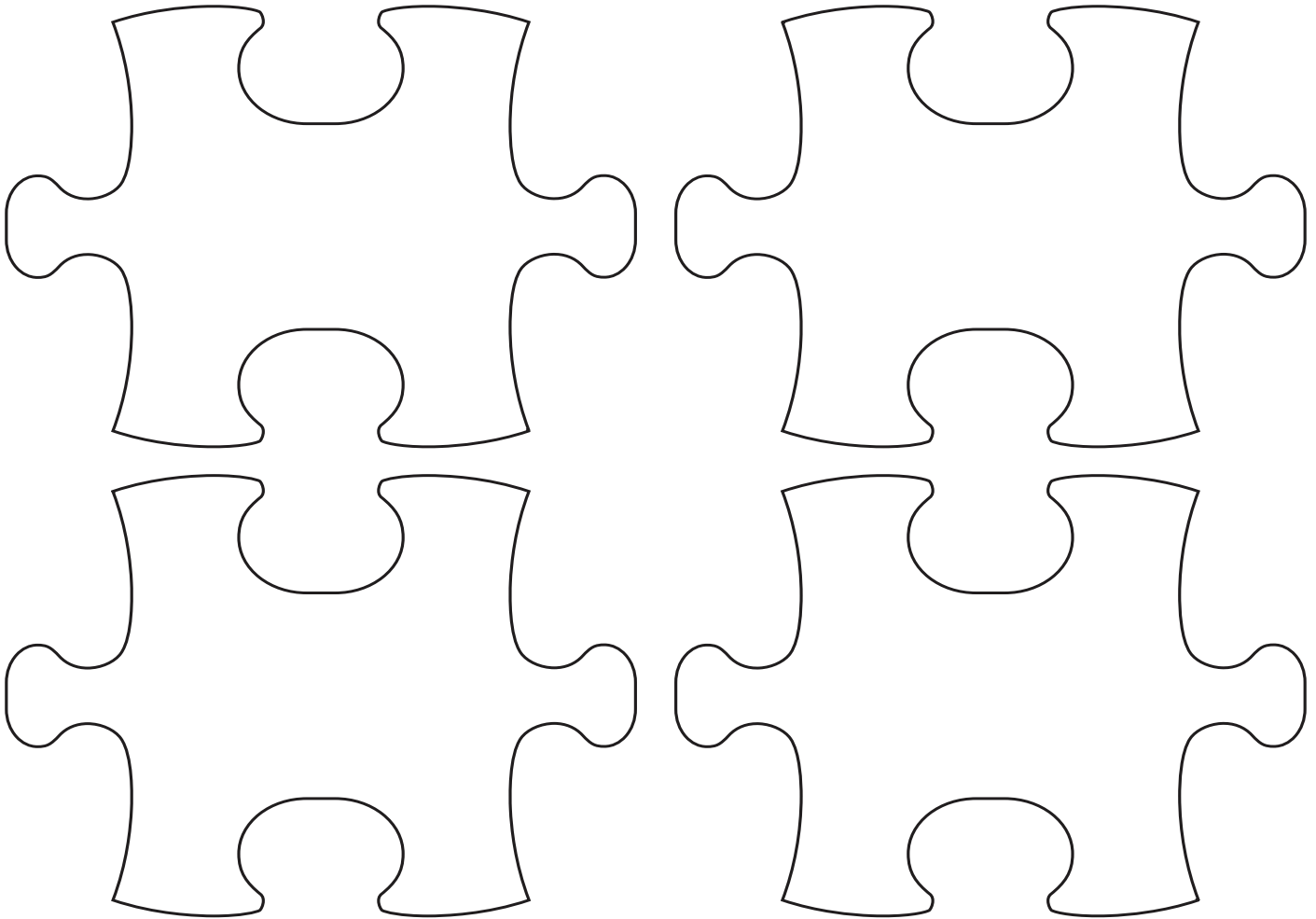
Say: *Think about the new information and understandings you now have about water and use this in your writing*. Encourage the students to talk about their ideas with a partner, then write their persuasive argument. Say: *You will need to research to find facts to support your argument*.

Alternatively, the students could choose to make a list outlining the ways water could be conserved at home or at school.

Graphic Organiser: Putting it all together

Name/s: _____

List your new knowledge in the jigsaw pieces, then write statements of understanding to show how you have put all the information together.



Statements of understanding

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