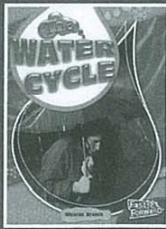


The Water Cycle

Vocabulary:

clouds, condensation, cycle, evaporation, gas, hail, lake, liquid, ocean, precipitation, rain, river, runoff, solid, water



Before Reading

Text Type

Date.../.../...

Draw students' attention to the:

- title
- chapter headings
- photographs, diagrams, captions, illustrations
- glossary and index.
- Ask, "What type of non-fiction book is this?" (Explanation)

Visual Literacy Date.../.../...

Browse the photographs. What different types of water can you see? Look at the labelled diagram of the water cycle (pp.10-11). What do you learn about the water cycle from the diagram?

Background Knowledge Date.../.../...

What do you know about how rain is formed? What role do clouds play in the formation of rain? In what different forms does water fall from the sky?

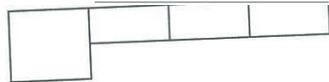
Phonological Awareness Date.../.../...

- Make sure the students know these phonological patterns:
 - o c-: cycle (p.4), ice (p.8), process (p.4)
 - -y: cycle (p.4), sky (p.5)
 - -qu-: liquid (p.6)
 - o -ai: again (p.23), hail (p.8), rain (p.5)
 - o -oo: cool (p.23), too (p.19)
 - o -tion: condensation (p.10), evaporation (p.10), precipitation (p.10)
- Spell a word containing one of these phonological sounds using an incorrect letter pattern (e.g. 'sycle'). Read the word as 'cycle'. Ask, does this word look correct? Say, 'If you think it is incorrect, rewrite the word in its correct form. If you think it is correct, write it as it appears'. Check for accuracy. Randomly alternate incorrect spellings (e.g. hale, keap, evaporashion) with correctly spelled words (e.g. sky, three, precipitation).

High Frequency Words Date.../.../...

again, because, become, being, change, Earth, fall, form, ground, join, life, lighter, result

Write the words on cards. Draw the shape of a high frequency word on the board using frames to represent the letters of the words (e.g. join).



- Students guess the word by its shape, and then write the letters in the boxes to make the word.
- Discuss strategies for memorising words i.e. reciting the letters, breaking the word into syllables, looking for smaller words, visual letter patterns. Write a high frequency word on the board. Using letter tiles, the students make the word. Tell them to memorise the word. Erase the word. The students jumble their letters, and then remake the word. What strategies were most effective in memorising the words?
- Motivation/Purpose** Date.../.../...
The purpose of the text is to explain how and why the process of the water cycle occurs. The text links with the *Science* theme *Earth and Beyond*.

During Reading

Vocabulary in Context Date.../.../...

Discuss the meaning of each vocabulary word. Write the words in the vocabulary box on cards. What do you know about these key words before reading this text? Clarify their meaning using the glossary. Where in the text might you find a definition of the words? Look for key words in the index. Scan the text to find the meaning of key words. Place the vocabulary cards in alphabetical order as they would appear in the glossary. Students supply definitions where possible. Repeat the activity after reading. How well did this text help you to understand these key words?

Checking for Meaning

Literal: Date.../.../...

Where does the water cycle begin?
What is the water cycle?
What three states does water change into in the water cycle?

Inferential: Date.../.../...

If it is snowing, is water in the form of a liquid or a solid?
When does water change into a gas?
What evidence can you see to know that water has evaporated into the air as a gas, then changed into a liquid? (Answer: clouds)

Response: Date.../.../...

What is the purpose of this text?
What do you think could interrupt the water cycle?
What if there wasn't enough water to evaporate into the sky?

Grammatical Patterns Date.../.../...

Ensure students understand the following components of an explanation:

- Identifying statement about what is to be explained: *The process by which water moves from the Earth to the sky and then back to the Earth is called the water cycle* (p.4).
- An explanation sequence listing events in order of cause: *During the water cycle, water takes three different forms: liquid, gas, solid.* (p.6)
- Flow charts and diagrams to support the explanation: (pp.22-23)
- Timeless present tense as indicated by relating verbs, action verbs and verb groups: *Rain starts its life on Earth.* (p.5) *As clouds cool, the vapour forms a liquid again.* (p.23)
- Action verbs: *falls* (p.5), *rises* (p.5), *changes* (p.12), *heating* (p.12), *join together* (p.16)
- Statements of cause and effect: *This happens as a result of ...* (p.12)

Fluency / Punctuation Patterns

Date.../.../...

In this text compound sentences explain a series of events: *Rain falls from the sky/ but it does not start its life in the sky.* (p.5) *Runoff also happens when hail or snow melts into a liquid/ and runs into a lake or the ocean.* (p.21) Demonstrate how to read these sentences, pausing before the conjunctions. Have students echo your reading. How can you read these sentences to make them sound clear and interesting?

Sentences begin with an explanatory clause: *Precipitation is when ...* (p.16) *This happens as a result of ...* (p.12) *This happens because ...* (p.16)

Demonstrate how to read these leading words as a group, pausing before the explanation to make meaning clear. *This happens because/ the little drops of water join together to form bigger drops.* (p.16)

These patterns occur at various intervals throughout the text:

- Lower case letters at the beginning of words in numbered lists: (pp.10-11)
- Colons are used at the end of the lead-in sentence before listing facts (pp.6 & 10)

Critical Literacy Date.../.../...

What is the purpose of this text? What facts did the author need to know to be able to write this explanation? Are the facts believable? If you were to select a different resource to locate facts about the water cycle, what could you use? What would be your search term?

Linking Visual and Written Date.../.../...

Look at the text and diagram on pages 10-11. What do Y?U understand about evaporation, condensation, precipitation and runoff from the diagram? How does the diagram help you to understand the water cycle? What labels can you see?

After Reading

Without looking at the text or images, have the students draw their own labelled diagram to help them explain the water cycle to another person.

Activities

After reading the text, students will:

- locate and record correct information from the text
- write words containing specified phonological letter patterns
- select from a list of verbs to complete sentences
- locate facts in the text, draw pictures and write captions to create a fact chart.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

