

National Geographic Kids Reader: Water

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; retrieve and record information from non-fiction; identify main ideas drawn from more than 1 paragraph and summarising these; answering and asking questions

Spoken language objectives: participate in discussions, presentations, performances, role play/improvisations and debates; use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Curriculum links: Geography: Human and physical geography; Science: Animals, including humans; Living things and their habitats; Plants; Seasonal changes; Mathematics: Number – number and place value; Number – addition and subtraction; Art and Design; Writing – composition

Interest words: current, equator, glacier, erode, sediment, water vapour, condense, evaporate, freezing point, pollution, natural resource, Rufiji River, Mississippi River, Louisiana, Namib Desert, archaea, fahrenheit, celsius, cirrus, cumulus, stratus

Pronunciation guide: Rufiji (*roo-fee-jee*), archaea (*ar-key-uh*)

Resources: calculator; scrap paper; paper; pencils/pens

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

Language

- Most of the language in the book will be decoded by children using the full range of cues available to them and extensive word knowledge. Some discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret more complex information. Children may need help with the following:
 - decoding and understanding some of the words contained in the *Water Words* boxes: *current, equator, glacier, erode, sediment, water vapour, condense, evaporate, freezing point, pollution, natural resource*. Use the glossary for visual information to help with meaning making.
 - reading and pronouncing some of the place names: *Rufiji River, Mississippi River, Louisiana, Namib Desert*.

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- reading and pronouncing scientific language and names: *archaea, fahrenheit, celsius, cirrus, cumulus, stratus*.
- Children may need help to read the large number on page 4 in the *Weird but True* box.
- Children may need help to read the visual information on pages 8–9. Help them to understand that the arrows represent water movement, and that the oceans are interconnected.
- Children may need help to connect the information from different sources (pictures and text) that contributes to the explanation, e.g. the process of sedimentation on pages 18–19 depends on children reading pictures, diagrams, labels and text.
- Children may need help to use the table of contents and index to locate information answers to the quiz.

Images

- Look at the water droplet on the front cover and discuss what is happening. Help children to find descriptive language to describe the pattern that the droplet will make.
- Spend time looking carefully at the images that contribute to explanations, e.g. how glaciers helped to form ponds and lakes. Use the images to support discussion and question raising.

Activities

- Use the chart on page 39 to calculate how much water an average family uses in one day. A calculator and some scrap paper may be helpful!
- Provide paper and pencils/pens and ask children to create a poster for the school toilets to remind everyone to use water carefully.
- Challenge the children to take the quiz on pages 44–45. Help them to use the table of contents and index to locate the answers.

Questions

- How much of the Earth's surface is covered by water?
- How many huge oceans are there and what are they called?
- What different forms can water naturally exist in?
- What are dew and fog, and how are they made?
- Explain how the water cycle works to a partner.