

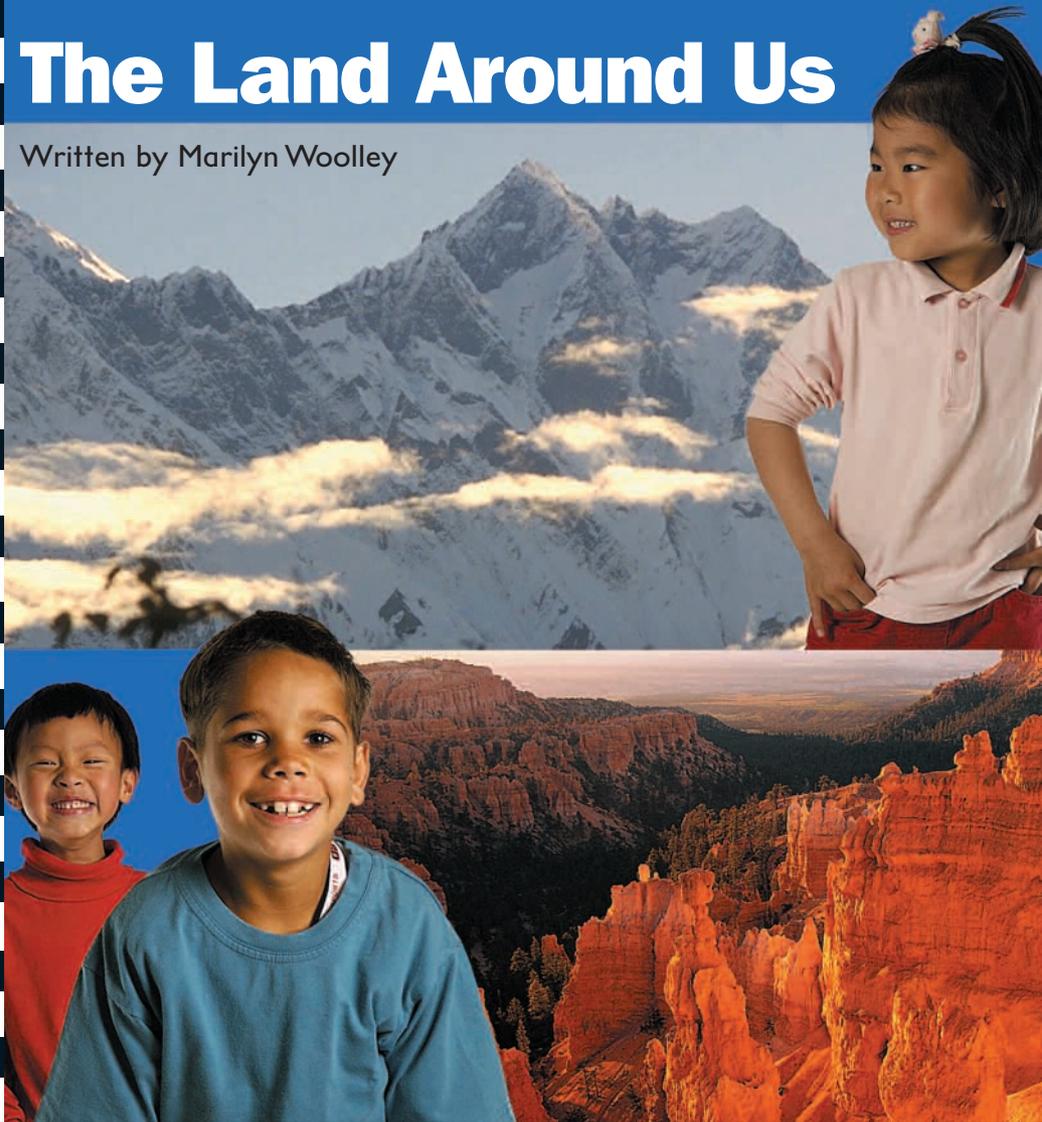


Teacher Edition

AlphaWorld

The Land Around Us

Written by Marilyn Woolley



Published edition
© Eleanor Curtain
Publishing 2004
Text © Kerrie Shanahan
Photographs © Eleanor
Curtain Publishing

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3038 4

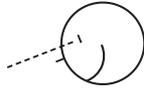
1 2 3 4 5 6 7 8 9
04 05 06

How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- Features a refrain: 'Look at this land. What can you see?'
- Colour photographs support the text
- Captions provide extra information to support the text and photographs
- Map of the world locates images from the text
- Glossary

Vocabulary

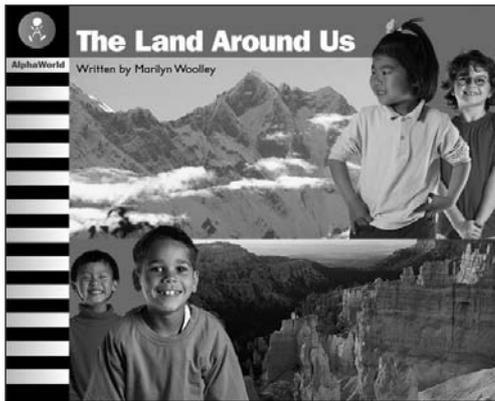
canyon, cliffs, desert, frozen, glaciers, mountain, river, rocky, waterfall

Setting the context

Give the children time to browse through factual texts that show different landforms. Discuss what they have seen.

What sort of landforms did you see in the books?

Make a list of the children's ideas.

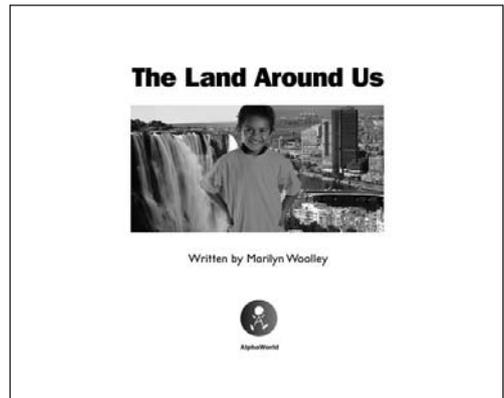


Front cover

Show the front cover.

This book is called The Land Around Us. What sort of land can you see on the front cover?

What sort of land do we have around us?



Title page

Turn to the title page.

Where is the author's name?

What other information can you see on this page?



Talkthrough

Turn to pages 2–3

Look at these photographs. What can you see?

Which of these places could you visit? Why?

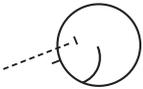
Turn to pages 4–5

Look at this land. What can you see?

This mountain is the tallest mountain in the world.

Does anyone know the name of this mountain?

What do you think it would be like at the top of Mount Everest?



Observe and support

Do the children search for a range of information on the page to support their reading?

When you looked at the photos before you read the page, what were you looking for?

How did that help you?

What else did you check?

If any of the children are having difficulty, you could say:

Have a look at the photographs. What can you see?

What might the text on this page be about?

What words in the text do you recognise?

Look at the land around us.

What can you see?

You can see lots of
amazing things.



2

Look at this land.
What can you see?

You can see a tall mountain.
It is very cold
on this mountain.
There is always snow
at the top of this mountain.



The tallest mountain in the world
is Mount Everest in Nepal.

3



Talkthrough

Turn to pages 6–7

Look at this land. What can you see?

This river is called the Nile. It is the longest river in the world.

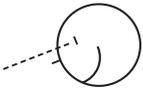
Why might a city be built near a river?

Turn to pages 8–9

Look at this land. What can you see?

The largest waterfall in the world is called Victoria Falls.

How do you think a waterfall is made?



Observe and support

Can the children identify and understand different features of the text?

What different ways has the author given information on this page?

Can you point to the caption?

Why do some pictures have captions?

What extra information does this caption give us?

Look at this land.
What can you see?

You can see a long river.
This river begins
in the mountains.
It flows through this city
and then into the sea.
As it gets closer to the sea,
it gets bigger and slower.

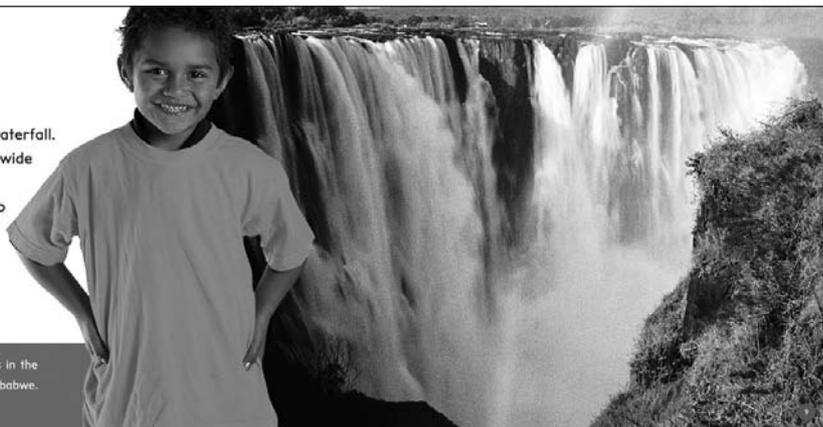
The longest river in the world
is the Nile River in Africa.



Look at this land.
What can you see?

You can see a large waterfall.
This waterfall is very wide
and very high.
The water crashes into
the river below.
It makes a lot
of noise.

One of the largest waterfalls in the
world is Victoria Falls in Zimbabwe.





Talkthrough

Turn to pages 10–11

Look at this land. What can you see?

The highest cliffs in the world are in Hawaii.

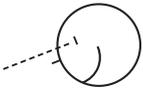
How might cliffs be made?

Turn to pages 12–13

Look at this land. What can you see?

This is a canyon. Do you know the name of a well-known canyon?

How do you think a canyon is made?



Observe and support

Do the children use a range of strategies to work out new vocabulary?

You read the word 'canyon'. How did you work out that it was 'canyon'?

If any of the children are having difficulty, you might say:

Can you see any smaller words that you know within this word?

What would make sense here?

Look at this land.
What can you see?

You can see rocky cliffs.
Waves crash into these cliffs
and wear the rock away.

Rain and wind also
wear the rock away.

These high cliffs
are in Molokai, Hawaii.



Look at this land.
What can you see?

You can see a canyon.
The canyon is very
wide and very deep.
There is a river
at the bottom
of the canyon.

The Grand Canyon in North
America is one of the deepest
canyons in the world.





Talkthrough

Turn to pages 14–15

Look at this land. What can you see?

What do you think a glacier is made of?

Where would you find glaciers?

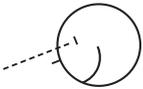
Do glaciers move? What makes you think so?

Turn to pages 16–17

Look at this land. What can you see?

The biggest desert in the world is the Sahara Desert.

Why does the sand in this desert have ridges in it?



Observe and support

Ask a child having difficulty to read aloud to you. You might point out the paragraph breaks and say:

Did you notice the extra space between these two lines? This tells us a new idea is coming.

It is a good idea to pause a little before reading a new paragraph.

Do the children take note of punctuation to support expressive reading?

Can you see a question mark on this page?

What does this tell you about the way you should read this when reading aloud?

Look at this land.
What can you see?

You can see a glacier.
A glacier is like
a frozen river of ice.
Glaciers move very
slowly down a
mountain.

The largest glacier in the
world is the Lambert Glacier
in Antarctica.



Look at this land.
What can you see?

You can see a desert.
This desert is covered in sand.
The wind blows the sand
into different shapes.

Sand storms change
the shape of the desert.

The biggest desert in the world
is the Sahara Desert in Africa.





Talkthrough

Turn to pages 18–19

This is a map of the world. What countries do you recognise?

What do you think this map is showing us?

Where on the map is the Grand Canyon?

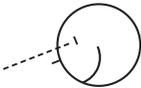
Where is the glacier?

Turn to page 20

This is the glossary. What is a glossary used for?

What can you tell me about the way the words are ordered?

When would you use a glossary?



Observe and support

Can the children explain the diagram on the page?

What is shown on this map?

Why are there photographs on this map?

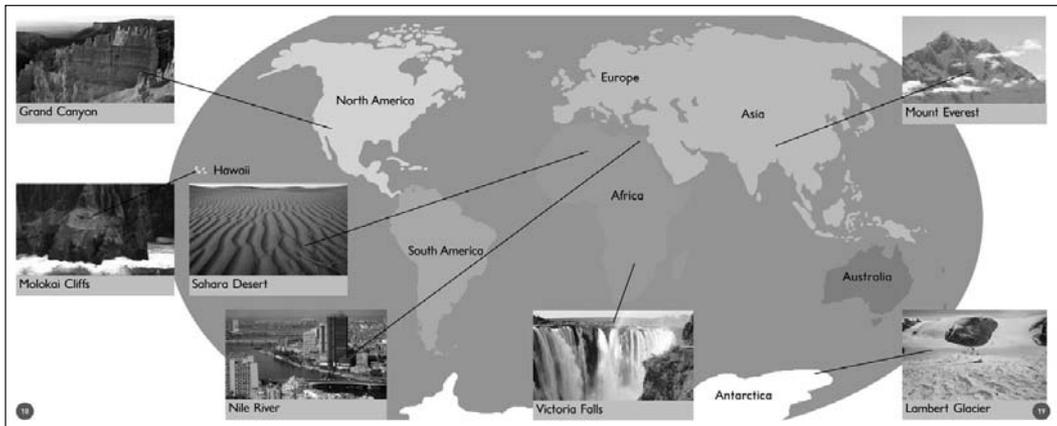
What are they telling us?

Can you tell me where the Sahara Desert is?

What is found in Antarctica?

How else could the author have made a summary of the information in her book?

Do you think this is a good way of gaining information? Why or why not?



Glossary

- canyon** a deep valley with steep sides; sometimes there is a river at the bottom
- cliff** cliffs are high and steep; they are made of rock
- desert** a place where there is very little rain
- glacier** a large block of ice that moves slowly down a mountain
- mountain** land that rises steeply
- river** a large amount of water that flows downhill through a channel
- waterfall** water that falls from a high place



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What sorts of landforms are found in the world?

What is the name of the longest river?

What is the name of the highest mountain?

How are cliffs formed?

What are glaciers made of?

Being a code breaker

Explore the following language features:

- Punctuation: use of capital letters, commas, full stops, question marks
- Words with double letters: bigger, deep, flatter, look, see, waterfall
- Homophones: see/sea
- Use of suffixes: 'est' – biggest, deepest, highest, largest, longest, tallest; 'er' – bigger, closer, flatter

Being a text user

What have you learnt from reading this book?

Why has this book got a glossary?

Would it matter which page in this book you read first? Why or why not?

Being a text critic

What would the author have needed to know to write this book?

How might the author have found out the information for this book?

Are all children interested in this sort of book?

Will this information always be true?

Why or why not?

Responding to text

 The children could work in groups to write quiz questions using facts from the book. These questions could be read to the whole class or the children could role-play a quiz game.

 The children could make a brochure or poster that advertises an amazing thing that can be seen somewhere in the world. Encourage the children to refer to the book to check their facts.

 Ask the children to find words in the text that end with the suffix 'est' and make a list. Then ask them to see if they can add to it. For example: biggest, deepest, highest, largest, longest, tallest.

Writing links

The children could innovate on the text by writing about local landforms. For example: Near our school there is a river. It has clear, fresh water in it. It is a long river.

The children could write about the place in the book they would most like to visit. Have them include reasons why they would like to visit this place, how they would get there and what they might do when they got there.

Possible assessment focus

Can the children:

- explain the information contained in the captions and relate this to the pictures?
- point out words with the suffix 'est'?
- read the map of the world and relate it to the images from the text?



whole text activity



sentence activity



word activity

The Land Around Us

Topic: Environment/ Earth

Curriculum link: Earth Science

Text type: Report

Reading level: 12

Word count: 249

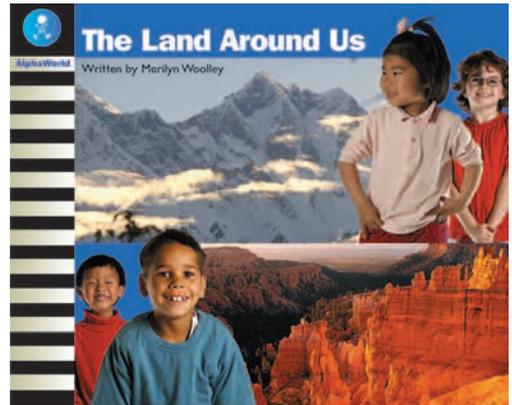
Vocabulary: canyon, cliffs, desert, frozen, glaciers, mountain, river, rocky, waterfall

Possible literacy focus:

- Gaining extra information from captions.
- Using 'est' as a suffix.
- Understanding how to read the information provided on the map of the world.

ESL possibilities:

- Identify superlatives: biggest, deepest, largest, longest, tallest.
- Practise correct pronunciation of superlatives.
- List adjectives used to describe land features: high, rocky, wide.
- Look at photographs and add adjectives.



Summary

This book explores different types of land features. These include the largest waterfall in the world and the biggest desert.

AlphaWorld



ISBN 0-7253-3038-4



9 780725 330385