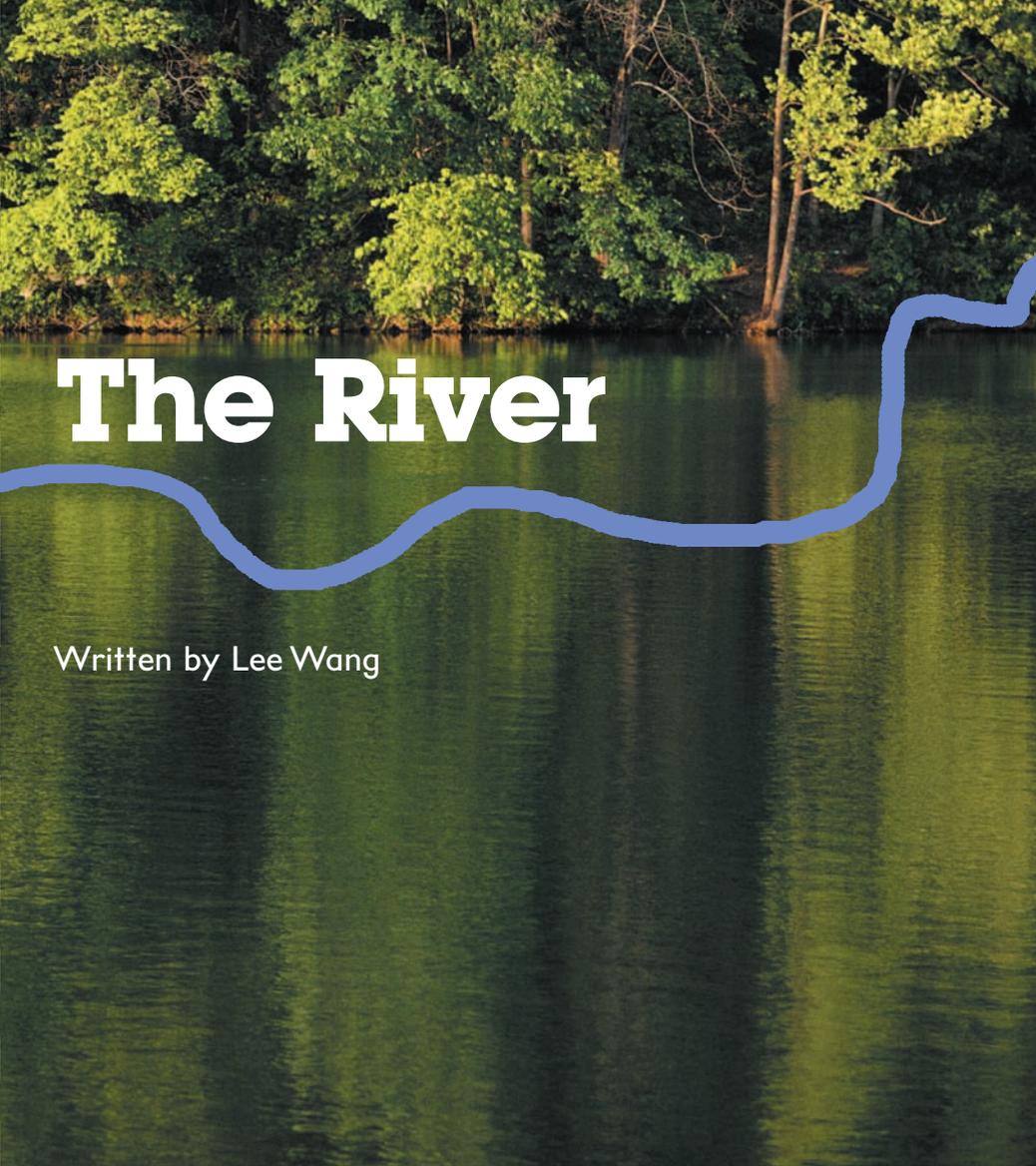




**Teacher Edition**

**AlphaWorld**



# **The River**

Written by Lee Wang

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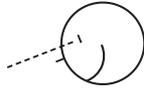
1 2 3 4 5 6 7 8 9  
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## How to use this book



### 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

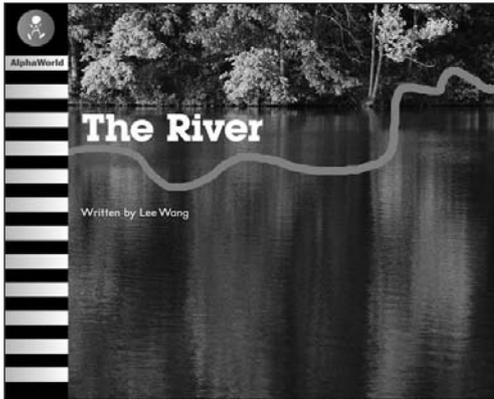
- Contents page
- Colour photographs support and extend the text
- Captions support photographs

## Vocabulary

canyon, downhill, floods, flowing, melts, mountain, plains, river, shallow, swamp, valley, waterfall

## Setting the context

*This is a factual book about rivers. What sorts of words do you think might be in the book? Make a list of these for future reference.*



### Front cover

Show the front cover.

*What sort of water is in a river?*

*Where does this water come from?*

*Where does it go?*



### Title page

Turn to the title page.

*What does the windy line going across the page represent?*

*Where would you have to be to see a river from this view?*



## **Talkthrough**

Turn to the contents page

*What do you notice about the river in this photograph?*

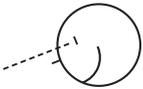
*Do all rivers look like this one? Why not?*

Turn to pages 4–5

*What can you see on the mountains?*

*What might happen to this snow?*

*Where do you think the river goes?*



## **Observe and support**

Can the children explain the purpose of a table of contents?

*What is this page called?*

*What is it for?*

*Can you tell me where I would find the section about the river flooding?*

*What would I be able to read about on page 11?*



## Contents

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## Introduction

The river flows down the mountain,  
across the plains and into the sea.

Many animals live in or near  
different parts of the river.

1





### **Talkthrough**

Turn to pages 6–7

*What is happening to the snow in this photograph?*

*What sort of animal is in the photo?*

*Why do you think this photo has been included on this page?*

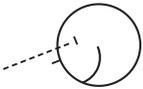
Turn to pages 8–9

*How has the river changed on this page?*

*Do you think the river is flowing slowly or quickly?*

*How can you tell?*

*What sort of bird lives near this part of the river?*



### **Observe and support**

Ask a child to read aloud to you. Can the child read the text fluently?

*I like the way that sounded when you read it. You made it easy for me to understand.*

## The river begins

The river begins high in the mountains.

There is lots of snow.

The snow melts and the water  
moves down the mountainside.

This animal lives  
here: arctic fox.

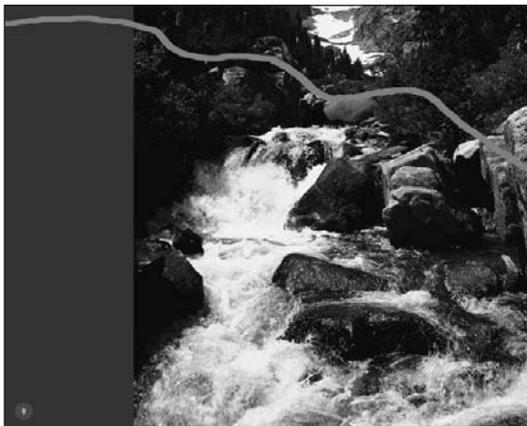


## The river flows downhill

The water in the river flows quickly downhill.

When there is heavy rain,  
the river flows even faster.

This animal lives here:  
bold eagle.





### **Talkthrough**

Turn to pages 10–11

*What has the river made here?*

*What kinds of animals live in and near this part of the river?*

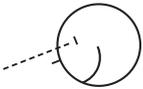
Turn to pages 12–13

*This is a photograph of a canyon.*

*How do you think a canyon is formed?*

*Do you think the canyon has always looked like this?*

*Why or why not?*



### **Observe and support**

Can the children interpret the text?

*What has caused the hole in the rock shown on page 10?*

*Why would a brown bear live here?*

*How is a canyon formed?*

*How long do you think it would take a canyon to form?*

*Why do you think this?*



## The river makes a waterfall

The river drops down over high rocks  
before flowing on.

The river makes a waterfall.



This animal lives here:  
brown bear.

11



## The river wears away at rock

The water in the river carries along rocks.  
They wear away at the bottom  
and sides of the river.

After a long time, the river wears  
away a valley with steep walls  
called a canyon.

This animal lives here:  
bighorn sheep.



12



### **Talkthrough**

Turn to pages 14–15

*How has the river changed?*

*What animal is shown in the photograph?*

*What other animals might live in or near this part of the river?*

Turn to pages 16–17

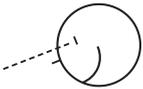
*How is the river flowing?*

*How can you tell?*

*What can you see in the river?*

*Why would these things be in the water?*

*What might have happened to the river?*



### **Observe and support**

Can the children use information in the text and the photographs to work out new vocabulary?

*You read the word 'swamp'. What is a swamp?*

*What helped you to work that out?*

*You also read the word 'shallow'. What does shallow mean?*

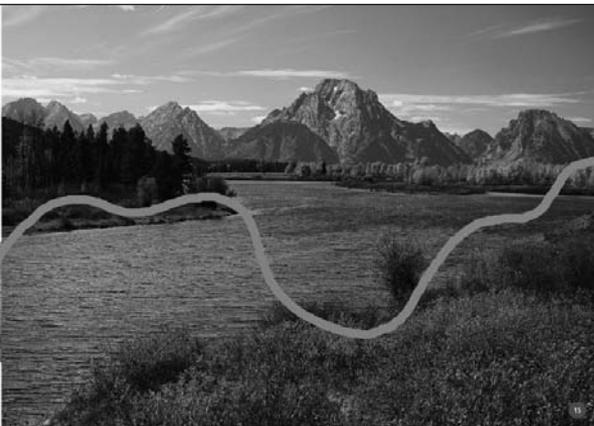
*Where on the page did you get help in understanding the meaning of this word?*

## The river winds across the plains

When the river leaves the mountains,  
it winds across flat land called plains.

The river is now wider and carries  
more mud and sand.

This animal lives  
here: bison.



10

11

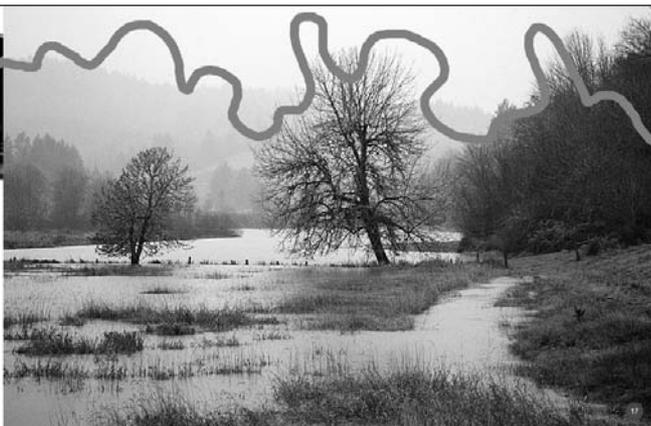


This animal lives here: frog.

## The river floods

Some of the water in the river floods  
over the low land and makes a swamp.

Many plants and animals live in the shallow  
water of the swamp.



12

13



### **Talkthrough**

Turn to pages 18–19

*Where has the river ended?*

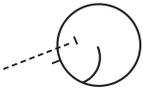
*How is the water different in the sea?*

*What is the name of the bird that lives on the edge of the river?*

Turn to page 20

*Can you describe where the river starts and where it finishes?*

*What animals did you see in the photographs?*



### **Observe and support**

Do the children check what they read with phonic information on the page?

Point out a word, such as ‘flows’.

*How did you know what that word was?*

*What did you check at the start of the word?*

*What sound do the first two letters make when they are together?*

*What did you look for at the end of the word?*

*What else did you check?*

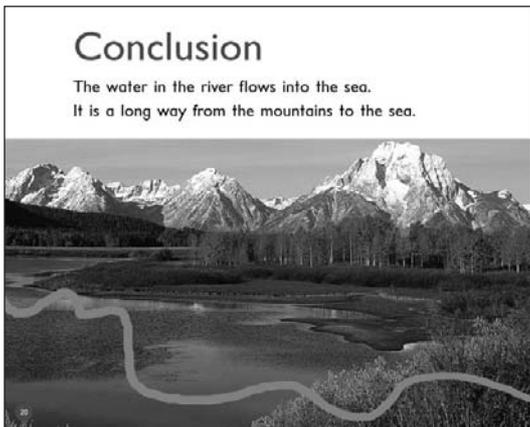


## The river meets the sea

The river flows into the sea. At the edge of the sea, the river drops all the mud and sand that it has carried along. Plants grow in the mud. Animals feed in the muddy water.



This animal lives here:  
flamingo.



## Conclusion

The water in the river flows into the sea.  
It is a long way from the mountains to the sea.

## The River



### After reading

#### Being a meaning maker

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

*Where does the river begin?*

*How did the river get started?*

*Where does it end?*

*What are some of the animals that live in or near the river?*

*When is a waterfall made?*

*What does a river do to rock that it flows past?*

#### Being a code breaker

Explore the following language features:

- Punctuation: capital letters, colons, full stops
- Word families: 'ain' – mountains, plains, trains; 'ea' – fear, meat, near, sea, tear, wears
- Word endings: flow – flowed, flowing, flows
- Hearing sounds: the /er/ sound – faster, river, water, waterfall

#### Being a text user

*What did this book help you to learn about?*

*How could you read this book?*

*What did the author need to know to write this book?*

#### Being a text critic

*Do all rivers look like the one in this book? Why or why not?*

*Why do you think the author chose this river to write about?*

## Responding to text

 The children could draw a map showing the journey that a river takes. They could label the map to help explain the journey.

 The children could choose one of the animals from the book. They could draw the animal and write about where it is found along the river.

 The children could create an index for the book. They could look through the book and write a list of 'river' words. These words could then be put into alphabetical order and page numbers added to show where they are found in the text. You may like to show the children examples of an index before they begin this activity.

## Writing links

Ask the children to think about what they now know about rivers. Invite them to share this information. Record their ideas in the form of a concept map.

The children could pretend they are travelling down a river in a boat starting at the mountains and ending in the sea. They could write about their adventure.

## Possible assessment focus

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Can the children:

- understand the text at the three levels of meaning?
- interpret the pictures?
- use a contents page?

 whole text activity

 sentence activity

 word activity

# The River

**Topic:** Environment/ Earth

**Curriculum link:** Earth Science

**Text type:** Description

**Reading level:** 14

**Word count:** 222

**Vocabulary:** canyon, downhill, floods, flowing, melts, mountain, plains, river, shallow, swamp, valley, waterfall

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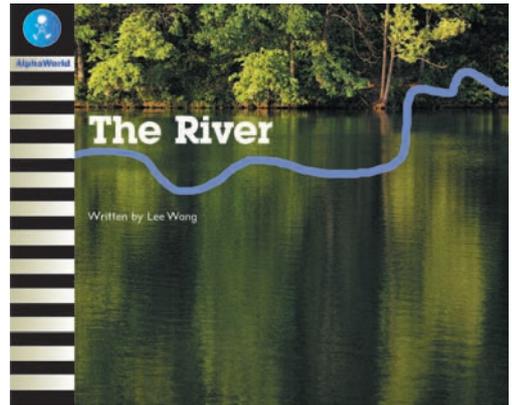
## Possible literacy focus:

- Understanding the concept that the river travels all the way from the mountains to the sea.
- Understanding the effects of change over a long period of time, such as water wearing away rocks.
- Using a contents page.

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## ESL possibilities:

- Discuss specialised use of everyday words (carries, drops, leaves, wears).
- Identify prepositional phrases (down the mountain).
- Use photographs to clarify meaning.



## Summary

This book is about a river's journey from its source to the sea. The book provides information about the animals that live in various habitats in or near the river.

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