



**Teacher Edition**

**AlphaWorld**

# Ice and Snow

**Written by Lee Wang**



First published 2003

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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 pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



## **During reading:** Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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 planning for further teaching.

## Setting the context

You may like to provide some ice cubes for the children to hold and eat.

Ask: *What is ice like? What is it made from?*

*What is snow made from?*

*Where can we find ice and snow?*

## Introducing the book

*This book is called 'Ice and Snow'. It explains what ice and snow are and what they look like in places such as rivers, lakes, the sea and on mountains.*

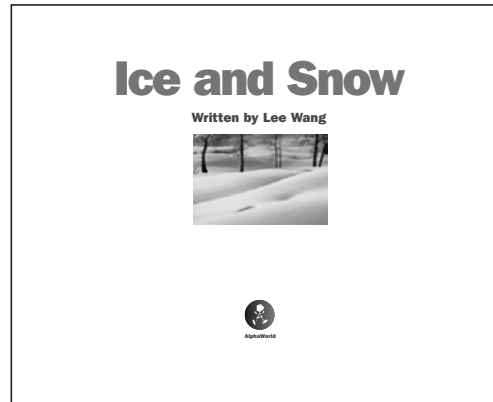


## Front cover

*Where is this ice and snow? What colour is it? The words 'snow' and 'ice' are in the title. Can you point to the word 'ice'? What did you look at to check? Which word says 'snow'? What did you notice about this word? What letter does it start with?*

## Background information

Ice and snow are frozen water. As snow falls to the ground it piles up and compacts to form ice. In cold areas snow can stay on the ground for long periods of time. As water in lakes and rivers cools sheets of ice can form.

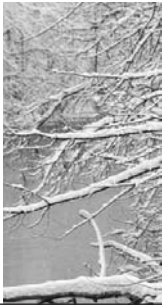


## Title page

*This is the title page.  
Read it together.*

## Ice and Snow

Ice and snow are frozen water.  
Ice and snow can look like this.

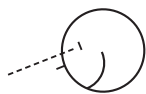
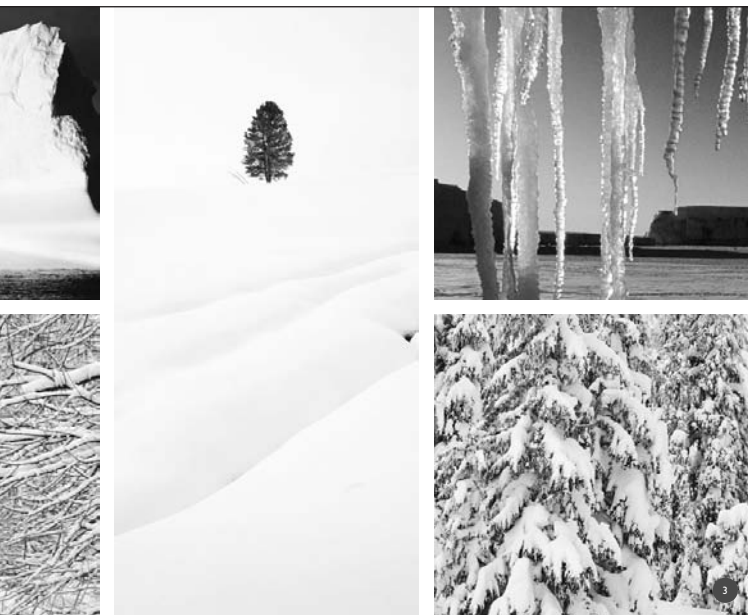


### Talkthrough

*This page tells us what ice and snow are.*

*What do you think it will say?*

*What words will you expect to see on the page?*



## Observe and support

Does the child understand the text at the literal level?

*What are ice and snow?*

*Where on the page does it say that?*

## Ice and Snow

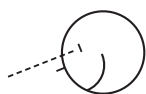
This is a river.

Ice in a river  
can look like this.



### **Talkthrough**

*Can you see the ice in this river?  
What does it look like?*



## **Observe and support**

Does the child use their knowledge of sound–letter relationships to check their reading?

*You said, “This is a lake” and then you said, “This is a river.” What did you notice to make you change your mind?*

This is a lake.

Ice in a lake  
can look like this.



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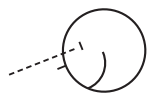
## **Talkthrough**

*Can you see the ice in this lake? What does it look like?*

*How is it the same as the ice in the river?*

*How is it different?*





## **Observe and support**

Does the child monitor their own reading and notice when there is a mismatch between what they read and the information on the page?

*You said, "Snow on a lake looks like this." Then you fixed it up. How did you know that you had made a mistake?*

This is the sea.

Ice in the sea  
can look like this.



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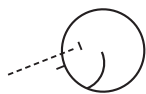
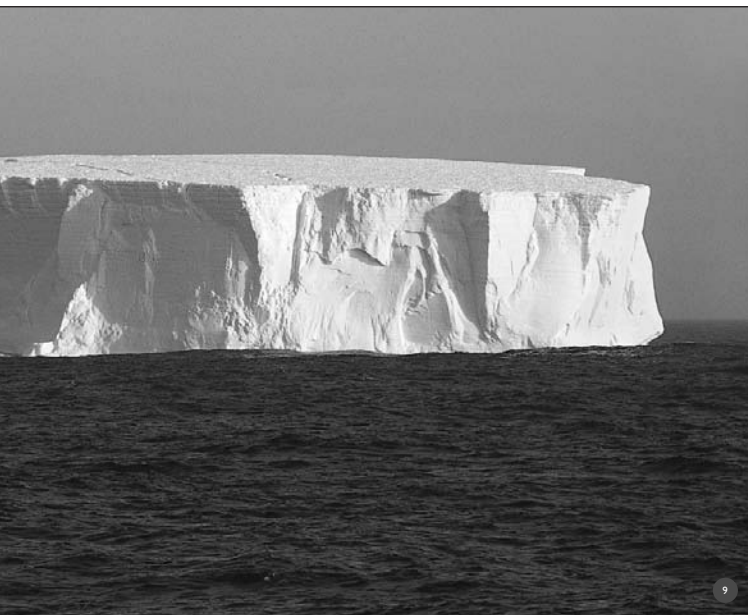


## **Talkthrough**

*What does this picture show?*

*What does ice in the sea look like?*

*How is it different from ice in rivers and lakes?*



## **Observe and support**

Does the child read the text with attention to phrasing?  
Point out that the line breaks in the text can help.  
*Can you read it altogether? Can you leave little pauses to  
make it sound better?*

This is a mountain.

Ice and snow  
on a mountain  
can look like this.

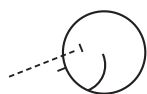


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### **Talkthrough**

*What can you see in this picture? Is this a picture of ice or snow? The book says it is ice and snow. What does ice and snow look like on a mountain?*



## **Observe and support**

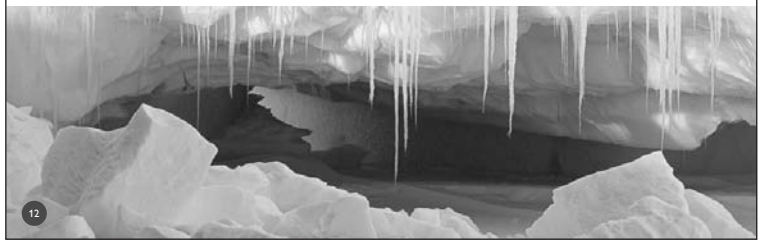
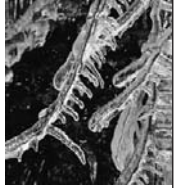
Can the child draw inferences from the text?  
*What would it be like on top of this mountain?*  
*Why do you think that?*



## **Talkthrough**

*These are other pictures of ice and snow. Look at each picture. Where might you find ice and snow that looks like this?*

**Ice and snow can also look like this.**



## **Comprehension check**

*What are ice and snow?*

*What does ice look like in the sea?*

*What would it be like to be on a mountain covered in ice and snow?*

## Responding to text



Children could make a collage showing what snow and ice are like in different places.



Children could collect pictures of snow and ice from magazines and computer-image banks. They could collate the pictures into a class book, modelled on the form of the book, e.g. “This is a car. Snow and ice look like this on a car.”



Children could build word lists using the rime in ‘snow’ – bow, low, mow, know, sow, tow, row.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- understand the text at a literal and inferential level?
- attend to phrases when reading?

- understand the technical language used in the book: ice, snow, frozen, river, lake, sea, mountain?

# Ice and Snow

**Topic:** Environment

**Curriculum link:** Earth and Beyond;  
Physical Phenomena

**Text type:** Description

**Reading level:** 5

**Word count:** 71

**High-frequency words:** can, look, like,  
this, and, is, are, a, in, on

**Vocabulary:** ice, snow, frozen, water,  
mountain, river, lake, sea

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## Possible literacy focus

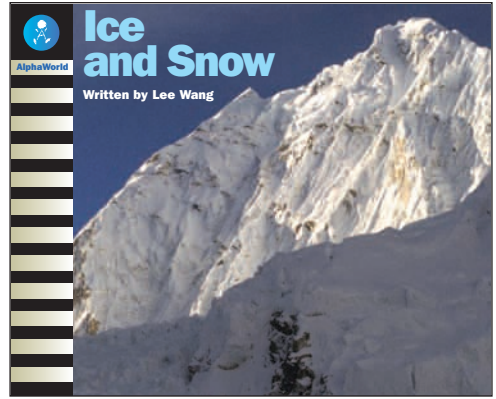
Understanding technical language (e.g. frozen, water, river, ice, snow) within an explanation.

Making comparisons within a text, using sentences and pictures.

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## Summary

This book is about what happens when water in the natural environment freezes. It shows how some common landforms such as rivers, lakes and mountains change their shape and structure when water freezes on them in the form of ice and snow.



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