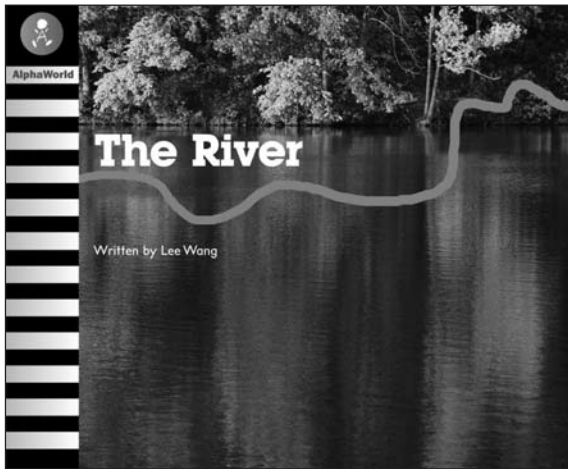


## The River



**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

**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.

## Follow-up activities

### Understanding text structure: Report – Description

Explore the structure of a report with the children. Reports provide factual information about a class or group of things. They have an opening statement and classification followed by facts about the topic. Diagrams and labels may also be used. This particular report is a description.

List on a chart the following information to show children how this report is structured using the following headings:

Opening statement: Introduction
Facts: The river begins. The river flows downhill. etc.

Show children the contents page and discuss how this helps us to locate the information we need.

### Discuss and reflect

After reading the book, ask the children:

*Why does a river begin high up in the mountains?*

*What makes a river flow faster?*

*Why do different animals live at different points along the river?*

*How does a river make a waterfall?*

*How does a river wear away rock? Would this happen quickly or slowly?*

*How should we protect our rivers?*

*How do our rivers become polluted?*

### Interesting words

Point out to the children that the author has used some interesting everyday words in this book.

Some of these words (carries, wears, leaves, drops, winds) are used in a special way.

Ask the children to look at page 12.

*The title says: "The river wears away at rock." What does this mean?*

*How do we normally use the word "wear"?*

Now look for the other examples used in the book and discuss these too.

# Diorama

You will need:

shoe boxes, scraps of material, cellophane, crepe paper, pipe cleaners, icy pole sticks, cardboard cylinders, matchsticks, string, sticky tape, scissors, glue, paper, pencils

1. Pick one section of land from *The River*.
2. Make a diorama of the part you chose.
3. Write labels for your model.
4. Attach the labels to your model.
5. Display your model in the classroom.



# Board game

You will need:

cardboard, dice, small counters, ruler, felt pens, pencils, coloured pencils, scissors

1. Design your own board game about *The River*.
2. Include the different parts of the river, such as the beginning of the river high in the mountains, a waterfall, a swamp.
3. Make your own clue cards using facts from the book.
4. You could make your own counters using the animals in the book.
5. Play the game with some friends.

Name \_\_\_\_\_

# Make a glossary

Write a definition for each of these words.

## Glossary

Word	Definition
canyon	_____ _____
floods	_____ _____
mountain	_____ _____
plains	_____ _____
river	_____ _____
swamp	_____ _____
valley	_____ _____
waterfall	_____ _____

**Instructions** Explain to the children that a glossary is a list of words in alphabetical order, found at the end of some books. It explains what the words mean.

Name \_\_\_\_\_

# Animals that live along the river

Talk with a friend about each of these animals. Where do they live? Write about them and where they live.

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**Instructions** Ask the children to write about each animal and where they live along the river. Remind children to use the book *The River* as a reference.