

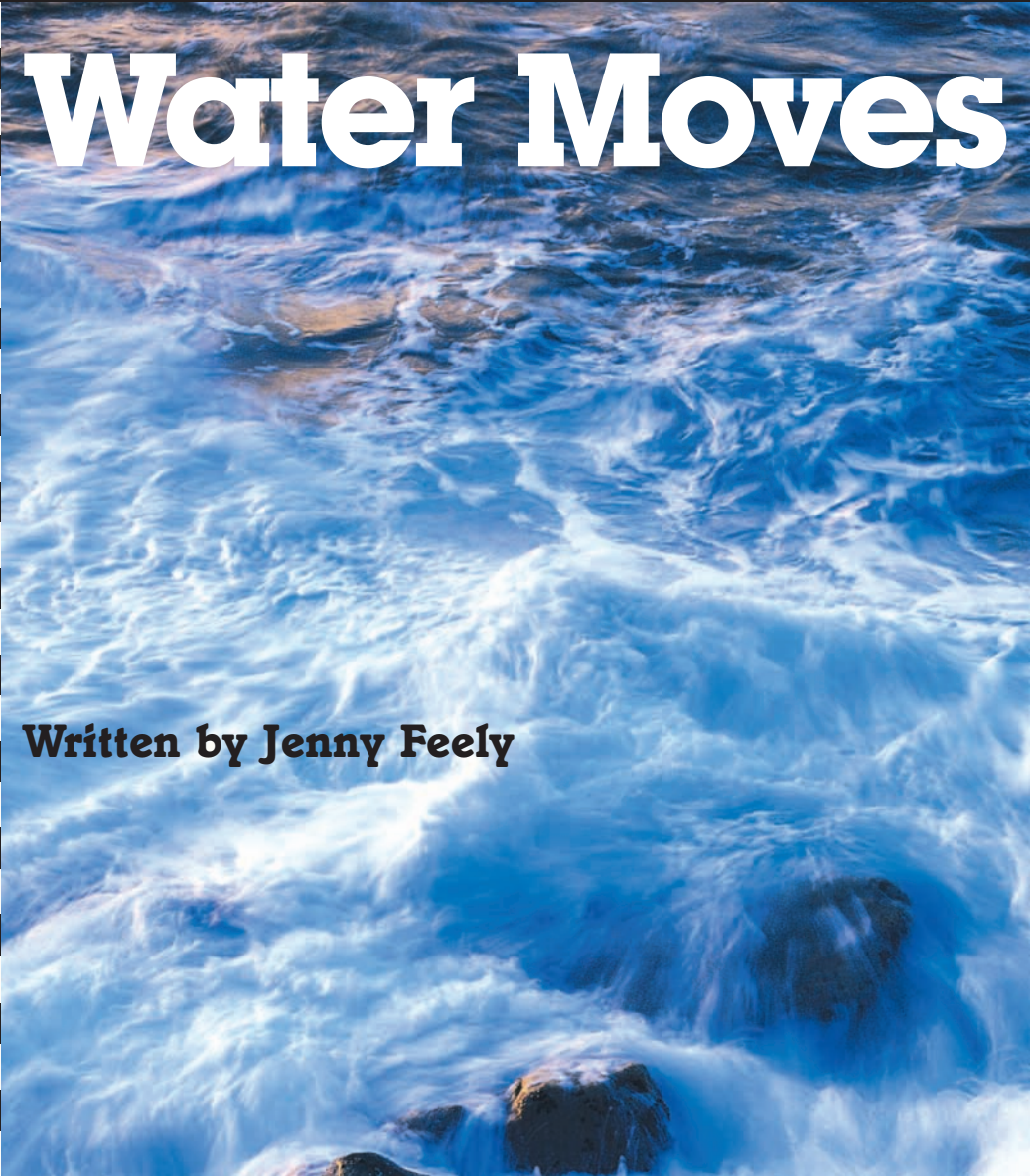


**Teacher Edition**

**AlphaWorld**

# **Water Moves**

**Written by Jenny Feely**



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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

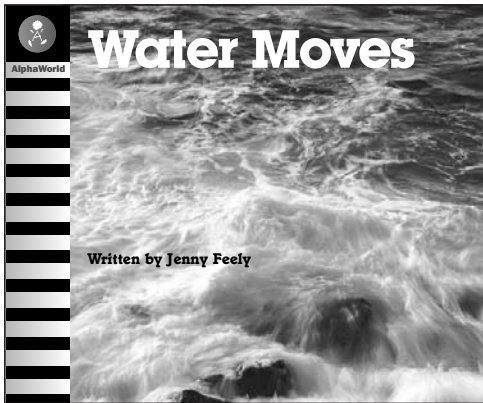
Ask: *Have you ever seen a river?*  
*How was the water in the river moving?*  
*How else does water move?*

## Background information

Water moves because of the force of gravity, the action of wind or because of tidal movement. This creates rivers, waterfalls and waves.

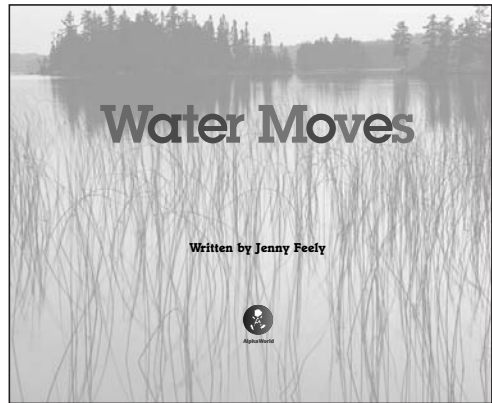
## Introducing the book

*This book is about how water moves.*  
*It shows us how water moves in a river.*  
*It shows us the water moving down the river to the sea. It shows us how water moves in the sea.*



## Front cover

*Where is this water? How is it moving?*  
Point out the title.  
*Which word is likely to be 'water'?*  
*How did you work that out?*  
Point out the difference between the title and the author acknowledgement.



## Title page

*Where is the water in this picture?*  
*How is it moving?*  
Read the title together.

Water moves  
in this river.



2

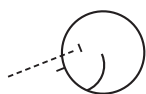


### **Talkthrough**

*This is a river. Water moves in this river.*

*How is it moving?*

Remind children of the return sweep in the text.



## **Observe and support**

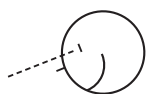
Is the child able to explain what is happening on the page?  
*Where is the water? What did you look at to work that out? What did you check?*

Water moves  
over rocks  
in this river.



### **Talkthrough**

*What is the water moving over in the river here? If you looked for the word 'rocks', what would you expect to see at the start of the word? Can you see it on the page? What other words would you expect to see?*



## **Observe and support**

Does the child recognise and use the initial letter of words to work out what they say?

*You said that word was 'rocks'. How did you work it out?*

*What did you think about?*

Water moves  
under a bridge  
in this river.



6



### **Talkthrough**

*Now the water is moving under a bridge. The book says that water moves under a bridge.*

*Can you see the word 'bridge' on the page?*

*Were you right?*





## **Observe and support**

Does the child notice if they make an error while reading?

If the child stops and re-reads the sentence:

*Why did you stop? What did you notice? What could you check to help you?*

Water moves  
from this river  
into the sea.

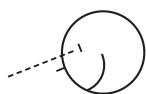


8



### **Talkthrough**

*Now the water has moved from the river. Where has the water moved to? What do you think the book will say?*



## **Observe and support**

Does the child read the sentence fluently?

*Can you say it altogether and make it sound like you are talking to someone?*

Water moves  
in the sea.

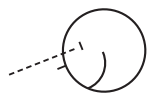


10



### **Talkthrough**

*Now the water is moving in the sea. What do we call water when it moves like this?*



## **Observe and support**

Can the child infer meaning from the text?

*How do you know that the water in the picture is in the sea and not in a river? What did you think about to work that out?*



## **Talkthrough**

*This page tells us what the whole book has been about. It says, "Water moves and moves and moves." Why do you think it says 'water moves' three times?*



**Water moves and moves  
and moves.**

12



## **Comprehension check**

*Where does water move?*

*How can water move?*

*Why might the speed water moves at change from fast to slow?*

## Responding to text



Children could make a story map showing where and how the water in the book moved to the sea.



Children can write captions using prepositions from the text to place on their story map.



Children could be asked to illustrate these words: river, rocks, bridges, sea.

**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:

- ▶ use picture cues to work out these nouns: rocks, bridges, sea?
- ▶ understand the text at a literal and inferred level?

- ▶ recognise the sight words: in, this, over, into, the, from, and?
- ▶ search for information to support their reading?
- ▶ recognise prepositions?

# Water Moves

**Topic:** Our marvellous world

**Curriculum link:** Earth and Beyond;  
Environments

**Text type:** Description

**Reading level:** 3

**Word count:** 39

**High-frequency words:** in, this, over,  
under, from, into, the, and

**Vocabulary:** water, moves, river, rocks,  
bridge, sea

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## Possible literacy focus

Using picture cues to work out nouns –  
rocks, bridge, sea.

Understanding texts at a literal and  
inferred level.

Reading accurately by searching for  
information on each page.

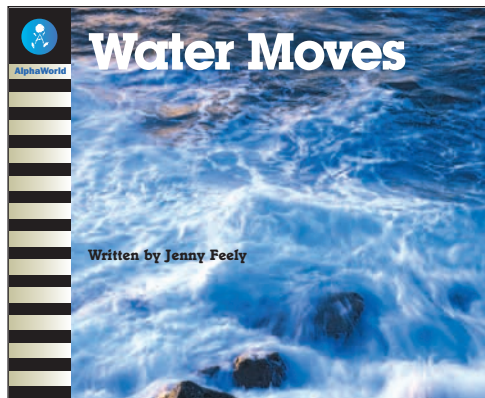
Introducing prepositions.

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## Summary

This book takes the reader on a journey  
as water moves from a river into the sea.

It explores the different ways that water  
moves on its journey.



**AlphaWorld**



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