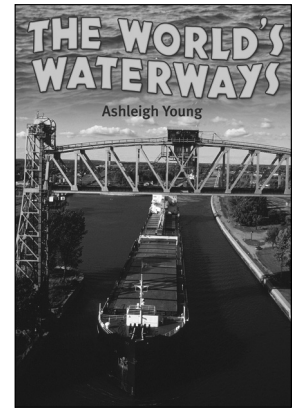


# The World's Waterways



by **Ashleigh Young**

## Book Summary

Water covers more than two-thirds of Earth's surface. For thousands of years, people have depended on rivers to survive. This text explores the many ways that people use rivers and the importance of rivers as a natural resource.

## Features of the Book

- Report with introduction, generalisation, examples, and conclusion
- Historical, geographical, and technical information
- Photographs, maps, illustrations, and diagrams
- Change over time
- Glossary and index

## Purpose

*The World's Waterways* can be used to introduce and reinforce the following skills and understandings:

- S** identifying key ideas;
- S** visualising;
- S** analysing the features of a report;
- S** drawing conclusions;
- S** exploring the construction and uses of the world's major waterways.

## Investigation Tools

- What's the Background? – River Settlements, page 9
- Digging Deeper – The Missouri River: "Big Muddy", page 12
- Looking Closer – The Welland Ship Canal, page 15
- Step by Step – How a Lock Works, pages 18–19
- Making Connections – A City of Canals, page 23
- Weighing Both Sides – Hydro-electric Power, page 28

## The Guided Reading Lesson

- S** Identifying key ideas
- S** Visualising
- S** Exploring the construction and uses of the world's major waterways

## Introducing the text

Review what the students already know about summarising non-fiction texts. Prompt them to explain the strategies they use to find the key ideas. Tell the students that as they read this book, they will be using these strategies to find the key ideas in each chapter.

Give each student a copy of the book and discuss the topic briefly. Clarify the meaning of the title. Ask the students to skim the table of contents and flip through the book to make predictions about what it will be about.

## Reading and discussing the text

Discuss the table of contents, then draw a two-column chart with five rows on the board. Write a chapter heading in each row of the first column. Read the introduction together, then discuss how the information sets the scene for the rest of the book.

Ask the students to read Chapter 1 silently, looking for key ideas as they read.

- How did you decide which ideas were the most important?
- Is the information about piranhas and crocodiles key information or an interesting detail? Why?

Help the students to identify the key ideas, and write these on the chart. When necessary, discuss ideas that are interesting but not key, modelling your own thinking as you determine their importance.

Ask the students to skim Chapter 2 and predict the key ideas. Model how you use strategies to help you decide what is important. The students can read the chapter, then discuss and record the key ideas.

- Why has the author given us details that are interesting but not key? How do these details (such as Lewis and Clark's exploration) help us to understand the key ideas?

Discuss how the details can help the reader to visualise the information.

- When you read more about the river on page 12, did you have a better understanding of Lewis and Clark's journey?
- How does this information help you to understand the uses of the Missouri River?

Before the students read Chapter 3, find out what they already know about canals. If necessary, help them to visualise the construction and functions of canals. Ask the students to read the chapter and identify the key ideas independently or in pairs. Write the ideas on the chart.

The students can read Chapter 4 independently, looking for key ideas. Discuss the chapter, helping the students to distinguish between key ideas and the details that support them.

- How does the information add to our knowledge about waterways?
- Is all the information important? How do you decide?

Write the key ideas on the chart.

The students can read to the end of page 29, noting the key ideas. Discuss these, then write them on the chart.


Review the key ideas, then read the conclusion on page 30 with the students.

- Is this a good summary of the ideas? What more would you add?
- What conclusions can you make about the changes in the uses of rivers and canals?

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Drawing conclusions

 Discuss how the use of waterways has changed. Encourage the students to think about the reasons for these changes and the factors that have been responsible for them. The students can then use the blackline master to draw conclusions about waterways.

### **S** Identifying key ideas

The students can use the key ideas from the chart to write a summary of each chapter or the book as a whole. This can be done as an individual or a group task. If necessary, give the students help.

### **S** Analysing the features of a report

The students can compare this report with others they have read (for example, *The World of Maps*). In pairs, they can list the key features of a report and use these lists when they write their own reports.

### **S** Exploring the construction and uses of the world's major waterways

Discuss the information on page 15. The students can use this as a model to find out more about other waterways. Examples could include rivers or canals in the United States, ancient Roman aqueducts, the canals of cities such as Amsterdam, irrigation canals, and canals reused for recreation.

The students can then record their findings.