

The Changing Land

by Jane Buxton



Book Summary

The Changing Land explores how the elements can affect Earth and change its shape.

Features of the Book

- The common focal sentence with one key word change.
- The common pattern of the additional sentence per spread.
- The different text size used to emphasize the key noun on the page.
- The way information can be gained from a close study of the photographs.
- The concluding collage that recalls all the elements.
- The blends – “ch,” “dr,” “cr,” “bl,” and “pl.”
- The verbs that describe particular changes – “dries,” “blows,” “washes,” and “cracks.”
- The two forms of the verb “change.”
- The high-frequency words – “can” and “from.”

Purpose

The Changing Land can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** discussing the cause and effect of specific events within the story;
- S** predicting outcomes from illustrations;
- S** innovating on an original story line to write another version.

Introducing the text

Read the title of the book and talk about the picture on the cover.

- What does “Changing” mean?
- What might have changed in this picture?

Tell the children that the land around us is always changing. Sometimes there are big changes, sometimes there are little changes, and sometimes it takes many years to see any change at all. Read the name of the author to the group.

Reading the text

S Discussing the cause and effect of specific events within the story.

S Predicting outcomes from illustrations.

Page 2 – This page introduces the main idea in the book: “The land is always changing.”

Pages 2 to 9

- What caused the land to be like this?
- What has the sun/wind/water/ice done to the land?
- What are some other ways that land could change?

Pages 10 and 11 – These photographs emphasize the effect that people can have on the land.

- What has changed this land?
- Why were the trees cut down? What will happen to the land now?
- Why was the dam needed? What was there before the dam?

Look at the collage on page 12: it is a summary of the natural forces in the book.

Children now read the book independently.

Revisiting the text


Discuss the blends, focusing on those the children require most practice with.

- How many different words can you find that begin with “ch”?

Make a list and add to it during the week.

Following Up

S Innovating on an original story line to write another version.

 Encourage the children to write about one of the elements featured in the book. Consider the haiku format, which frequently embodies seasonal content.

B Complete the blackline master opposite.