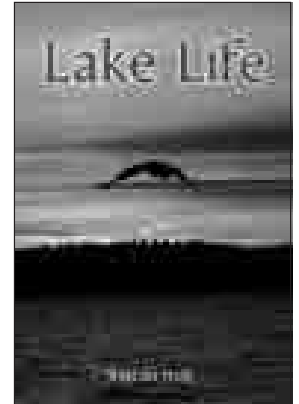


Lake Life

by Sharon Holt



Book Summary

Lakes support plants, animals, bacteria – and even people. This text examines the importance of lakes and explores some of the potential threats to this precious resource.

Features of the Book

- Comparisons
- Maps with fact boxes
- Diagrams
- Nature photography
- Cause and effect

Purpose

Lake Life can be used to introduce and reinforce the following skills and understandings:

- S** visualising to make meaning of text;
- S** comparing and contrasting;
- S** exploring organisms and their environments;
- S** making inferences beyond the text.

Investigation Tools

- Step by Step – The Making of a Glacier Lake, page 10
- Looking Closer – A Lake Ecosystem, pages 14–15
- **Making Connections** – The Desert Ecosystem, page 17
- What's the Background? – The First People and the Great Lakes, page 20
- Digging Deeper – Farm Run-off, page 25
- Weighing Both Sides – Shipping and Lakes, page 28

The Guided Reading Lesson

- S** Visualising to make meaning of text
- S** Comparing and contrasting

Introducing the text

- *What is a lake?*
- *How are lakes important?*

Distribute the books. Ask the students to look at the cover and describe how this lake might be used and affected by people.

Ask them to read the contents page and chapter headings.

- *Why do you think the author wrote this book?*
- *What do you think the title of chapter 4 could mean?*

Reading and discussing the text

Read aloud the title of chapter 1.

- *How do you think lakes are formed?*
- *Read to the end of page 5, noticing the differences between lakes.*

Discuss how visualising can help make sense of a process. Explain that creating a visual image as they read will help differentiate the ways lakes are formed. Read the first paragraph on page 6 together and practise the strategy.

- *What do you visualise?*

Invite the students to share and add to each other's images.

Ask the students read to the end of page 11, practising the strategy.

- *Which process was the easiest to imagine?*
- *Which was the hardest? Why?*
- *How do the diagrams on pages 10 and 11 help you visualise?*

Ask the students to read to the end of page 16.

- *As you read, ask yourself "How is a lake like a community?"*

Encourage the students to compare a lake with a community.

- *How are lake creatures dependent on one another?*
- *How are members of a community dependent on one another?*
- *What role do you play in the ecosystem of your community?*
- *Read about desert ecosystems on page 17.*
- *How are lake and desert ecosystems similar?*
- *How is a decomposing desert animal similar to lake bacteria?*

Ask the students to read pages 18 to 23 and look for how people's use of lakes has changed.

- *How has our dependence on lakes stayed the same?*
- *How has our use of lakes changed?*
- *Do we need to be careful with how we use lakes? Why/why not?*

Explain that the last chapter explores the impacts of people on lake ecosystems. Encourage the students to notice the negative effects of this interaction as they read.


- *How do we put lake ecosystems at risk?*
- *What might happen if we don't take care of lakes?*
- *What things can we do to protect lakes?*

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 Exploring organisms and their environments

Discuss the diagram on pages 14 to 15. Compare the roles of producer, consumer, and decomposer.

 The students can use the information on page 16 to help them complete the blackline master on page 74. Provide students with the necessary resources to make a similar chart for another animal. Encourage them to use their background knowledge and additional research to show how this animal depends on its environment.

S Visualising to make meaning of text

Ask the students to reread the paragraph on page 6 describing how sinkhole lakes are formed. Using the diagram on pages 10 to 11 as a model, they can make a diagram showing how sinkhole lakes are created. Encourage the students to include explanatory text, to show the steps in the process, and to include descriptive captions.

S Making inferences beyond the text

Ask the students to reread chapter 4, thinking about what might happen if we don't work to protect lake ecosystems. The students can select one of the following threats to lakes and develop a plan for addressing the problem. Encourage them to use diagrams to illustrate their ideas.

- farm run-off
- water pollution from ships and industry
- air pollution
- the introduction of unwanted species
- irrigation.

Ask the students to complete a copy of the Making Connections investigation tool on page 93 to show the connections between a community (such as a town, company, or school) and a lake ecosystem.