

FURTHER TEACHING OPPORTUNITIES

Text level

Reading comprehension

- ▶ Encourage the children to compare and contrast the two different types of text, suggesting similarities and differences, and commenting on their different features, their purpose and effectiveness.

Writing composition

- ▶ Ask children to write a poem, or draw a diagram, showing the cycle of the seasons of the year and what happens in each. The poem or diagram should be set out in a circular form.

Sentence level

Grammatical awareness

- ▶ Use the sentences in the diagram to investigate word order, by examining how far the order of the words in the sentences can be changed. Which words are essential to meaning? Which can be deleted without affecting the meaning? Which words, or groups of words, can be moved into a different order?

Sentence construction and punctuation

- ▶ Identify all the verbs in the texts. Discuss the function they serve. A feature of most explanatory texts is that the verbs are in the present tense. Do these texts follow this pattern? Try converting them into the past tense. What changes are needed? Notice, too, that the texts are written in the third person.

Word level

Spelling

- ▶ Do some work on pluralisation of nouns. Explore and develop rules to cover different situations. Find examples in the text of regular nouns that take 's' in the plural, such as hill, ray. Pluralise these. Ask children to think of words that end in 'sh', 'ch', 'x', 'ss' (like 'glass' in the poem) and pluralise these. What is the difference? ('es' must be added.) Consider words ending in 'f' or 'fe' (like 'shelf', 'knife'); consonant plus 'y' (like 'sky'); 'o' (like 'potato'). Pluralise these.

Vocabulary extension

- ▶ Note the words 'streamlet' and 'droplet' in the texts. These are diminutives. Ask children to suggest other diminutives ending with 'let' or 'ling', or the names of the young of animals.

ANSWERS

Thinking back

- 1 When water in the sea is heated by the sun it turns into water vapour.
- 2 In the sky, water vapour turns into small droplets of water which form clouds.
- 3 When the clouds pass over hills or mountains they drop rain.
- 4 The water is carried back in streams or rivers.

Thinking about it

- 1 (open answer)
- 2 a) chills: makes cooler or colder
b) condenses: makes denser or more concentrated, turning, for example, into droplets of water (or rain).
c) commences: begins or starts
- 3 The name given to a small stream is streamlet.
- 4 a) haze b) gradually c) greets
- 5 A small drop of water is called a droplet.

Thinking it through

- 1 (open answer)
- 2 There is an arrow and a label telling you where to begin. There are arrows showing you the direction in which to read.
- 3 (open answer)
- 4 (open answer)
- 5 The purpose of the labels in the diagram is to explain each part of the process briefly and clearly and to indicate the point at which each happens in the cycle.
- 6 The poem is written in verse, the diagram labels are written in prose.

➡ **Copymaster Flow Diagrams**

The Water Cycle is presented in the form of a flow diagram. This copymaster gives a set of instructions for children to sequence in flow diagram format.