

# Rigby Blueprints Australian Curriculum Correlations Upper Primary Series A

Sample: Year 5 Teacher's Resource Book, pages 70–71; 96–97; 69

- 'Responding to Literature' is covered by the topic books in each unit.
- 'Creating Literature' is covered by the topic books in each unit.
- 'Examining Literature' is covered by the topic books in each unit, particularly *There's More To Me*.
- 'Texts in Context' is covered by the topic books in each unit.




# Waterwise

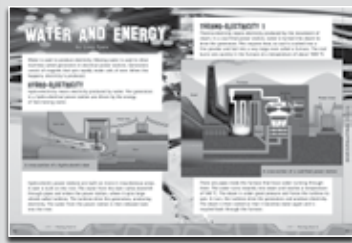
## Investigating Phase Section 3

### Waterwise

#### Investigating Phase Section 3

##### Pacing Text 3:

 **Water and Energy** (explanation)  
pp. 42–45



##### Preparing for the Text

###### Orientation

- Discuss: Industry uses water all the time. Can you think of ways industry uses water? List students' suggestions. How reliant do you think industry is on water? What do you think would happen if water supplies to industries were cut?

###### Visual Literacy

- Ask: What type of text do you think this is? What features tell you this?
- Look at the title. Ask: Do you think this is an appropriate title for this text? Why or why not?
- Look at the background image. Ask: How do you think this is related to the text?

##### Reading the Text

###### Purpose of the Text

- Ask: Why do you think the author has written this text? Who is his intended audience? What information do you think you will read about in this text?

##### Modelled Reading

- Scan the pages to assist prediction. Have students use the headings to predict what words and phrases may be in the text.
- Read the introductory paragraph. Model connecting prior knowledge to the new information presented e.g. review how moving water has the power to move simple machines.
- Students read the section on hydro-electricity. Model interpreting the diagram by following the flow of water. Use a dictionary to find the meaning of any unfamiliar words.

##### Shared Reading

- Students read the remainder of the text in pairs. Encourage self-correction and dictionary use if meaning is unclear.

##### Making Connections

- Have students discuss how the electricity they use is generated (hydro, thermal or other sources). Discuss the fact that the majority of Australians use electricity that is generated by burning coal. Have them identify the diagram that shows this form of electricity generation.

##### Responding to the Text

###### Speaking & Listening

- Ask: Why do hydro-electric power stations need to be built in mountainous areas? What effect would this have on the cost of building a power station?
- The water pipes inside the furnace have to withstand very high temperatures. Ask: What sort of material do you think they would need to be made from?
- Ask: What are the main differences between the production of hydro-electricity and thermo-electricity?
- Discuss the difference between a coal-fired power station and a nuclear power station.
- Ask: How does water escape from a thermo-electric system? How is this water replenished?

Modelled Reading:  
interpreting, analysing,  
evaluating—prediction  
strategies

Making Connections:  
interacting with others—  
connecting ideas to own  
experiences

Speaking and Listening:  
interacting with others—  
connecting ideas and  
justifying own point of view

Visual Literacy:  
text structure and  
organisation—  
language features  
of an explanation;  
expressing and  
developing ideas—  
interpreting an image

# Waterwise

## Investigating Phase Section 3

**Spelling:** expressing and developing ideas—vocabulary extension; language variation and change—word origins

**Collaborative Writing:** interacting with others—sequencing ideas logically and providing supporting details

**Independent Writing:** interpreting, analysing, evaluating—using research skills

### Viewing



- Compare the three diagrams of the power stations and identify the passage of water through each system. Have students explain how the water passes through each one.
- Discuss the importance of the photograph on p. 45. Which type of electricity-generating system would have a cooling pond like this one?

### Spelling



- Students find the roots for *hydro-electricity* and *thermo-electricity* (*hydro* is Greek for *water*; *thermo* is Greek for *heat*). Student research and list *hydro* and *thermo* words.
- Students find the root for *turbine* (Latin for *whirl*) and demonstrate how this reflects the action of a turbine.

### Grammar

- Students identify and list all the technical nouns used in the text.
- Find the instances where *recycled* is used in the text. Have students identify when it is used as a verb and when it is used as an adjective.

### Writing

#### Modelled Writing

- Look at the hydro-electricity diagram on p. 42. Model writing a description of the path the water takes in the process, emphasising the use of sequence words.

#### Collaborative Writing

- In pairs, students write a description of the passage of water through the coal-fired power station. Encourage the use of sequencing words.

#### Independent Writing

- Students write a description of the passage of water through a nuclear power station.
- Students write a comparison of the three different ways of generating electricity.
- Students complete BLM 7 on p. 108 (content: matching words to their meanings, identifying how electricity is generated, drawing a flow chart, investigating advantages and disadvantages, writing multiple-choice questions).



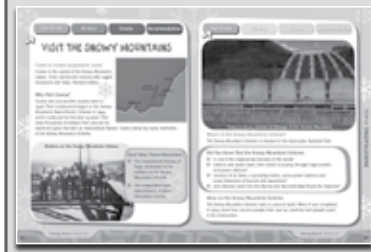
### Guided Reading

- Text A: *Making Water Work* pp. 26–28
- Text B: *A Hydro Masterpiece* p. 29
- Text C: *Fifty Years Ago Today* pp. 30–31 (See the Guided Reading Notes on pp. 96–97 of this book.)

### Pacing Text 3 Related Text:



#### Visit the Snowy Mountains (webpage) pp. 46–47



### Preparing for the Text

#### Orientation

- Ask: Do you know where the Snowy Mountains are? What attractions can you find in the Snowy Mountains? What towns do you know of in the area? Why are the Snowy Mountains important to us?

#### Visual Literacy

- Have students scan the text. Ask: What type of text do you think this is? What suggests this to you? What information do you think you will find in this text?

### Reading the Text



- Read the information contained on the webpage with the students. Ask pairs of students to read different parts of the webpage. Have them recall the information found on the webpage.

# Waterwise

## Section 3 Guided Reading Notes

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#### Section 3 Guided Reading Notes

#### Synopsis

**GRB** **Text A: Making Water Work (information report) pp. 26–28**

- **Text Focus:** water has been used to improve our way of life
  - **Teaching Focus:** use of text boxes to present information clearly and concisely
- This text explains how making water work can improve our lives. For example, water is used to make electricity, to power trains and ships, and to clean medical equipment.

**GRB** **Text B: A Hydro Masterpiece (poem) p. 29**

- **Text Focus:** the Snowy Mountains Scheme required the hard work of thousands of people who often worked under difficult conditions
  - **Teaching Focus:** use of rhyme and rhythm in poetry
- This poem paints an image of the huge task required in building the Snowy Mountains Scheme and celebrates the input of thousands of workers.

**GRB** **Text C: Fifty Years Ago Today (factual recount) pp. 30–31**

- **Text Focus:** celebrating the fiftieth anniversary of the commencement of work on the Snowy Mountains Scheme
  - **Teaching Focus:** features of a factual report; words that can be both a verb and a noun depending on their context
- This report commemorates the fiftieth anniversary of the Snowy Mountains Scheme.

**BIB Link** Pacing Text 3: *Water and Energy* pp. 42–45

#### Text A Making Water Work

##### Orientation

- Ask students what type of text they think this is. Have them read the title and the headings, and predict what information might be contained in the text boxes.

##### Meaning Maker

- Ask: Why does the text say we need water?
- Discuss how water was used in the making of flour.
- Ask: How is water used to generate electricity?
- Ask: How is water used to sterilise surgical equipment?
- Ask: Why do astronauts train in a tank of water before going into space?
- Ask: What are some of the ways water is used by astronauts when they are in space?
- Ask: What is *hydroponics*?

##### Code Breaker

- Ask: What does the word *grindstone* mean?
- Ask: What is the base word for *generator*? How does a generator relate to the base word?
- Ask: What is an *autoclave*? How does it work? Find the roots of the word.

##### Text User

- Ask: How have the headings been used to separate the different pieces of information? How effective are the text boxes?
- Look at the background image. Ask: What do you think it is showing? Why has this been used?

##### Text Critic

- Ask: What is the purpose of this text?
- Ask: Do you think the author believes we use water wisely? Explain your opinion.
- Ask: Why do you think steam is not often used to power ships and trains today?

##### Follow-up Activities

- In their own words, students write an explanation of how water is used to grind flour, make electricity or move trains or ships.
- Students draw a diagram to show the flow of water in one of the above processes.
- Students investigate the needs of a plant that is grown hydroponically.

Text Structure and Organisation: Language features of information report

Text Structure and Organisation: Language features of poetry

Text Structure and Organisation: Language features of factual recount

Code Breaker: expressing and developing ideas—expanding vocabulary and spelling strategies

Follow-up Activities: creating texts—using technical vocabulary; expressing and developing ideas—sequencing of images

# Waterwise

## Section 3 Guided Reading Notes

Orientation: interpreting, analysing, evaluating—predicting and confirming content

Text User: examining literature—interpreting imagery in poetry

Follow-up Activities: interacting with others—making constructive comments; creating literature—experimenting with structure and features of poetry

### Text B *A Hydro Masterpiece*

#### Orientation

- Ask: What type of text do you think this is? How do you know?
- Look at the background image. Ask: What is it saying about the content of the poem?
- Ask: What can you predict about the poem from its title?

#### Meaning Maker

- Ask: What jobs did the workers have to do in constructing the scheme?
- Ask: What does the author mean by ‘pain and sweat and tears’?
- Ask: Why did the workers need to lay pipelines?
- Ask: Why was the scheme built in a mountainous area?
- Ask: What is meant by ‘carved their names in history’?

#### Code Breaker

- Ask: What is a *masterpiece*? Why has the author used this word to describe the Snowy Mountains Scheme?
- Ask: What does the word *soldiered* mean? What is the base word? Why has that word been used?
- Students use a dictionary to find the meanings of the words *feat* and *gruelling*.

#### Text User

- Discuss the rhyme and rhythm of the poem. Does it remain constant? Where does it vary?
- Identify the adjectives the author has used to indicate the size of the scheme.

#### Text Critic

- The last line in the second verse has an extra syllable. Ask: How can you read this line to retain the rhythm of the poem?
- Ask: Do you think the author has a high regard for the workers on the scheme? What words in the poem tell you this?
- Ask: Why do you think the author chose this title?

#### Follow-up Activities

- Students discuss what it might have been like working underground all day, including the fears and emotions the workers may have felt.
- Students list questions to ask a worker on the scheme about their job and the dangers they face.
- Students write a poem using the same rhyme and rhythm of this poem.

### Text C *Fifty Years Ago Today*

#### Orientation

- Look at the title. Ask: What do you think life was like 50 years ago?
- Ask: Have you ever been to an anniversary celebration? Have students discuss family celebrations they have attended.

#### Meaning Maker

- Ask: What was the aim of the Snowy Mountains Scheme?
- Ask: Why was the Snowy Mountains Scheme so important to Australia?
- Ask: Why has this scheme been recognised as a landmark?
- Look at the photograph on p. 31. Ask: What do the flags in the photograph represent?

#### Code Breaker

- Ask: What does the word *hailed* mean here?
- Ask: What is a *legacy*? At what other times might you hear that word used?
- We often use the word *channel* as a noun. In the second paragraph it is used as a verb. Ask: What does it mean in this sentence?
- Ask: What is meant by ‘fiftieth anniversary’?

#### Text User

- Ask: What type of text is this? What are the features that tell you this?
- Ask: What strategy did the author use to highlight the importance of the Snowy Mountains Scheme to Australia?
- Ask: How important are the photographs to the text? What extra information do they provide?

#### Text Critic

- Look at the photograph on p. 30. Ask: What safety equipment is missing? What do you think the safety regulations are today?
- Ask: Why do you think the author uses Switzerland to compare the size of the Snowy Mountains Scheme?
- Ask: What other information could the author have included in this text?

#### Follow-up Activities

- Students discuss ways the people of Cooma may have celebrated the fiftieth anniversary.
- Students write a newspaper report about the fiftieth anniversary celebrations.

Orientation: interacting with others—using effective strategies for dialogue

# Waterwise

## Investigating Phase Section 2

### Collaborative Writing



- In pairs or groups, students select a main character from the text and complete a character analysis (see p. 33), using key focus questions to guide their discussions e.g. Why has the author chosen to portray the character in this way? How did they respond to each new complication? How would the story have changed if they were younger?

### Independent Writing

- Students complete BLM 6 on p. 107 (content: skimming text to find events, sequencing events, identifying water-saving habits, making a poster, creating a story map, investigating plants, designing a garden).



- Students write a description of one of the characters from the book.

- Students write another chapter, including a new water-saving tip from Ms Barton-Boote.

### Section 2 Further Activities

### CD-ROM

- Pacing Text 2 Information Text: Students investigate areas around the home where water-saving techniques can be employed.
- Pacing Text 2 Interactive Activity: Students conduct a water audit on their homes.

### Listening Post

- Text: *Liquid Gold!* (an interview with a water-saving expert)
- BLMs: LP4, LP5, LP6

### Reflection & Assessment

#### Assessment

- Collect students' writing samples. Focus on the ability to relate to themes and issues presented, detail of family water use, retention of rhyme and rhythm in poetry, use of dot points for lists, and appropriate questions to gather data.
- Students complete a Let's Consider activity (see p. 35) to record information they have learned.

### Reflection

#### Student Self-assessment

- Students continue the Student Response Journal and the Reading Checklist (see pp. 116–118 of this book).
- Provide anecdotal comments to students in their Response Journals.

#### Whole-class Activities

- In reflection groups, students discuss whose responsibility it is to conserve water: governments or individuals.
- Students draw and label a plan of their house or garden showing places where water usage could be improved.
- Students discuss how governments can encourage people to conserve water.

Reflection: whole-class activities; interacting with others—effective strategies for dialogue and discussion

### MONITORING THE CHALLENGE

At this stage students should have:

- made a list of people's everyday water use
- investigated water-saving measures for the garden
- identified ways water can be saved in the home
- taken notes for inclusion in their speech.

### Teacher Evaluation

- Can students identify the purpose and structure of a narrative?
- Can students infer authors' intent?
- Am I providing explicit feedback to students linking Phase indicators to student response and performance?
- Are all students being catered for?
- Are students preparing for their *Challenge*?
- How are students managing their Response Journals? Am I providing adequate response to their reflections?

### The Challenge

- Expressing and developing ideas—use of vocabulary to express greater clarity
- Interacting with others—justifying point of view; using effective vocal effects; plan, rehearse and deliver presentation
- Interpreting, analysing, evaluating—using research skills
- Creating texts – using technical vocabulary appropriate to the text

CD-ROM: expressing and developing ideas; comparing a series of images