

# A Trickle of Water

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Start with what makes the trickle of water.

### Vocabulary

**High-frequency Words:** big, can, come, down, make, other, soon, under

**Content Words:** bridge, city, flow, high, mountains, ship, small, stream, through, trickles

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /tr/

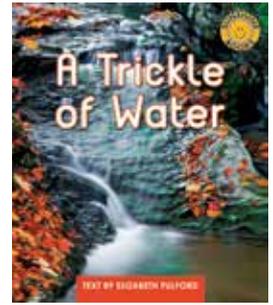
### Phonics

**Letters and Sounds:** /tr/

**Words to Blend and Segment:** tram, trap, tree, trim, trip

### Fluency

Practise rereading the story with a partner (orally) – sharing information



See how melting ice can turn into a great river that flows to the sea.

## Before Reading

- Ask: What do you know about our water? How do we use water? Where does it come from?
- Read the title to students and then read it together. Look at the cover photo. Does it look like a trickle of water? What does *trickle* mean? Why has the publisher put this photo on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Look at the title page. This is also the contents page. Nonfiction books often have a table of contents. This gives a summary of what to expect in the text. Read the title and contents page together. Talk about what is happening in the picture. Ask: Can you see a trickle of water?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bridge, city, flow, high, mountains, ship, small, stream, through, trickle* into the conversation. When does trickle change to flow? (page 6) Notice the flow gets stronger as the stream grows bigger. Discuss the raindrop shape on each page number.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss where a trickle of water might start. Look at the photos. What are they of? What happens to snow? (It melts.) Read the words together, pointing to the words as they are read.
- On page 4, you will see the mountains again. Read the page together.
- Follow this pattern for each page discussing the pictures, and what is happening to the trickle of water before reading each page. Predict the ending before turning to page 16 to reveal and read it together.
- Read the index. Talk about the reason for the index. Discuss what page you would find information on bridges.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures as a guide. Start with what makes the trickle of water.
- Discuss the ending. Ask students to discuss the ways they will be using water today. What was the author's purpose for writing the book? What have they learnt from this book?
- Talk about pages 10–11. Talk about the strong flow of a big river. Link these to the fact on the outside back cover. Read the fact together. What things are you using today that work using electric power? What happens when there is a storm and a power outage? What do you do?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /tr/ Students listen carefully to words you read to identify the /tr/ sound, e.g. *tram, trap, tree, trim, trip*. Students repeat these words, emphasising the /tr/ sound. They think of more words that have the same beginning sound. (trickle, trash, track, truck)
- Students listen and identify syllables in words you read and clap as they are spoken, e.g. *trick/le*. Together identify one-syllable words in the book to clap, e.g. *high, ship, soon*.
- Have students clap two-syllable words, e.g. *trick/le, mount/ains, un/der*.

## **Phonics**

- Recognise words that begin with the same letter blend: tr- Write words *tram, trap, tree, trim, trip* on the board to practise blending and segmenting the sounds together as a group.
- Make up riddles: "I'm thinking of a word starting with tr and it has five letters and it means walking up mountains or in forests. (*tramp*)"

## **Word Study**

- Talk about the words *big, can, come, down, make, other, soon, under*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. They play a game of snap with them.
- Students make a time line showing the different stages from snow melting on the mountain to reaching the sea. They label the time line.
- Talk about comparative words ending in -er. Make a list and say what the root verb is. Make a chart matching these, e.g. *big/bigger, strong/stronger*. Suggest more to add to the list.
- Put these words in order from smallest to biggest. (river, raindrop, sea, stream, trickle)

## **Fluency**

- Practise re-reading the story with a partner (orally) - sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. The river is growing bigger. They write the text and illustrate it.
- Students make a glossary for the text. Choose words to illustrate or write the meaning of.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.