

# Wet and Dry Places

## Social Studies

Level 6

Strand: Geography

Theme: Locations

**Purpose for Reading:** To develop an understanding that there are wet and dry places around the world and that they are very different.

**Comprehension Strategies:** Predicting, visualizing, extracting information, recognizing factual text structures.

### Vocabulary

*Dictionary Words:* Amazon rainforest, Kakadu, Milford Sound, Mojave Desert, Sahara Desert

*Vocabulary Words:* cacti, dry grass, flood, mountain, ridge, sand dune, scrub, summer, tree, water, waterfall, winter

*High-Frequency Words:* a, at, but, find, in, is, it, look, the, this, very

### Before Reading

- Ask the students to close their eyes and think of wet places. When they open their eyes ask them to share their thoughts. Write their suggestions on a chart.
- Ask the students to close their eyes and think of dry places. When they open their eyes ask them to share their thoughts. Write their suggestions on the chart.
- Read the title and have the students talk about the cover photo. *Is this a wet or dry place? How did you know that?*
- Read the title page together and ask the students what this place is. Why did they say that?

### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask them to predict which are the wet places and which are the dry places.

### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and describe what they see. Tell the students this place is in the Amazon rainforest. Have the students look at the map and discuss where the Amazon rainforest is.
- Pages 6–7: Invite the students to look at this photo and describe what they see. Tell them this is a photo of the Mojave Desert. Have the students look at the map and discuss where the Mojave Desert is.
- Pages 8–9: Invite the students to look at this photo and describe what they see. Tell them this is a photo of Milford Sound. Have the students look at the map and discuss where Milford Sound is.
- Pages 10–11: Invite the students to look at this photo and describe what they see. Tell them this is a photo of the Sahara Desert. Have the students look at the map and discuss where the Sahara Desert is.
- Pages 12–13: Invite the students to look at this photo and describe what they see. Tell them this is a photo of Kakadu. Have the students look at the map and discuss where Kakadu is.
- Pages 14–15: Ask the students to look at the world map to see if they can locate the places from the book.

## Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about what they have learned. Focus them by asking questions, such as *What was common to all the dry areas? What was common to all the wet areas? Look at the trees in the Amazon rainforest and the trees in the Mojave Desert. Why might they be so different?*
- Talk to the students about the maps. Have them look again at the world map on page 15. Ask them to locate each place on it. If necessary, they can look back at the smaller maps throughout the book.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *but* in the text. Ask the students to make and break the word *but* using magnetic letters. Each time they make the word, say it aloud. Add *but* to a high-frequency word chart or word wall.

### Oral Language

- Have the students work in pairs, using the books. One student describes a place in the book, and the other student finds it on the world map.

## Writing

- Have the students write three features of dry places and three features of wet places.

### Creative Extension Activities

- Make a class mural of one of the places in the book.
- Make a class world map. Label the wet and dry places from the book.

### Independent Follow-Up Activities

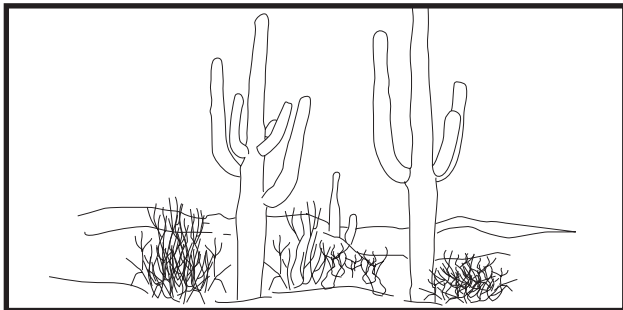
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Write the words next to the correct picture.

scrub cacti water mountain sand dune ridge

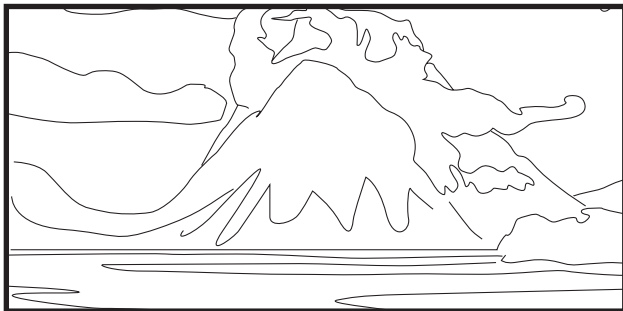
## Mojave Desert



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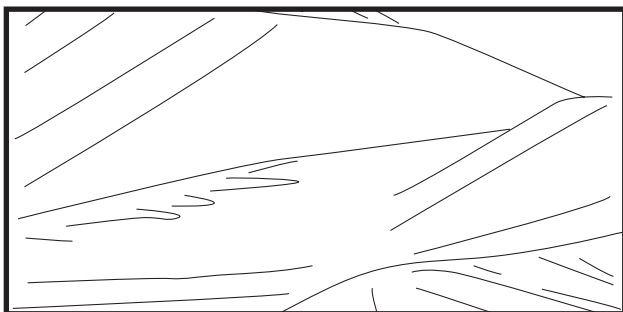
## Milford Sound



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## Sahara Desert



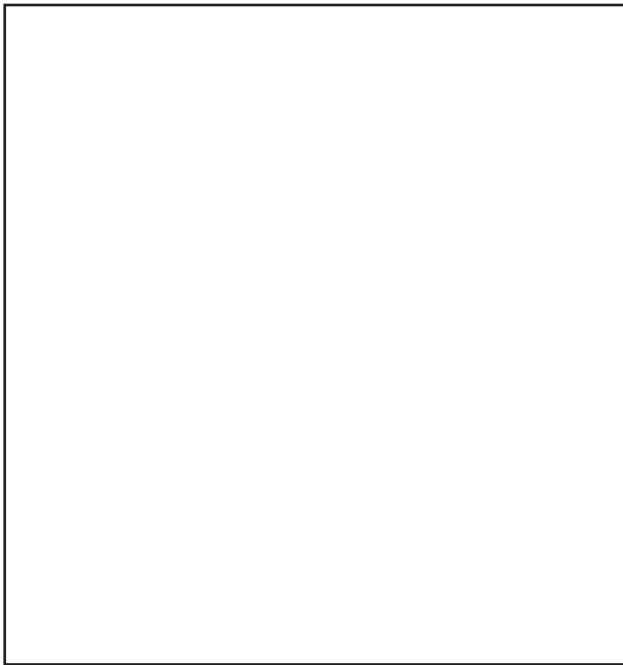
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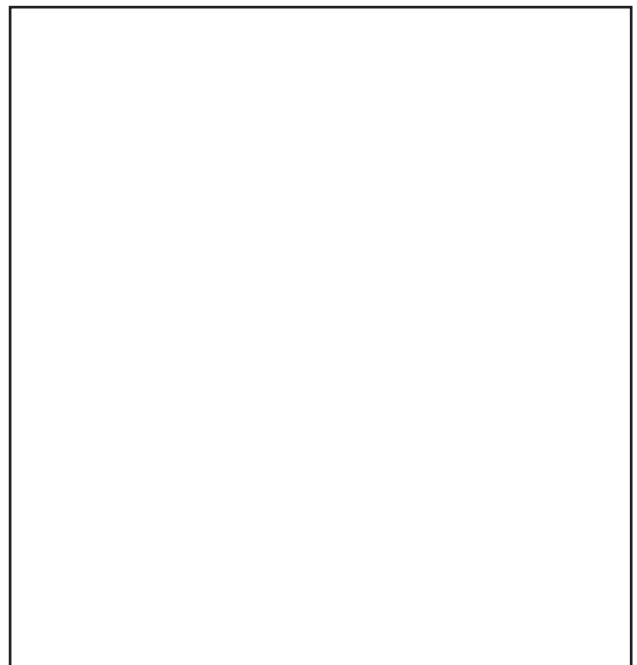
Name: \_\_\_\_\_

Draw pictures of the place that is wet in summer and dry in winter.

winter



summer



Complete the sentences.

This is \_\_\_\_\_.

It is in \_\_\_\_\_.