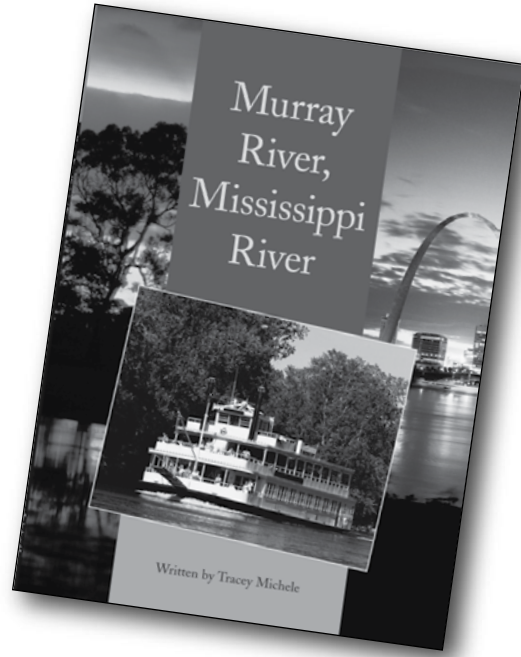


Springboard 5

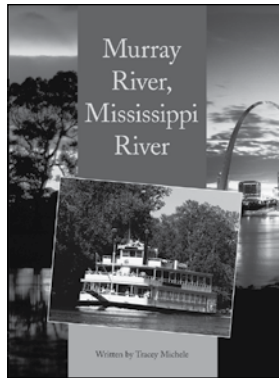


Murray River, Mississippi River

Fact

| Text Type | 1900–2400 words | 2400–3000 words | 3100–3500 words |
|---|--------------------------------|--|---------------------------------|
| Information Report (Compare/Contrast) | Simpson Desert, Mojave Desert | Daintree Rainforest, Amazon Rainforest | Murray River, Mississippi River |
| Biography | Steve Irwin | Douglas Mawson | Fred Hollows |
| Explanation | How Things Work on a Farm | How Things Work on a Plane | How Things Work at a Hospital |
| Recount (Disaster) | The King's Cross Fire Disaster | The Beaconsfield Mine Disaster | The New Orleans Flood Disaster |

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



MURRAY RIVER, MISSISSIPPI RIVER

Upper level fact

Text type: Information Report

(Compare/Contrast)

Reading age 11–11.5

Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what an information report is. Tell students that an information report presents information about a subject. *The subject of the report is introduced at the start, and the rest of the book contains information, pictures, and photos, with labels or captions that describe the subject or topic.*

Read the title and the blurb. Identify the subject. Examine the contents page. Build understandings that this page shows subheadings of the main topic. Browse through the illustrations and discuss how they help the reader understand the topic.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about.

What kind of boat is that? Who might travel on a paddle-steamer? How do paddle-steamers operate?

Where is the Murray River? Where is the Mississippi River?

How might these rivers be alike and different?

Read the blurb and discuss what might be relevant about the histories of these rivers. *What kinds of wildlife might live around these rivers?* Invite prediction.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to find information about threats to the rivers?* Students should quickly respond with the page number.

Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic that will help us read the book.

INTRODUCTION

Before Reading

Invite students to discuss the photos and diagram on pages 4 and 5. *What do these images show? What does the diagram on page 5 tell you?*

Discuss the way the images support students to build knowledge of the geography or location.

Discuss the bold words and have students share their understandings of these words. Check the glossary meanings.

Read the introduction and find out what you can about these rivers. Jot down any tricky words or phrases that you need to clarify.

After Reading

Ask students if they need to clarify any new or unusual words or phrases. Do this before any discussion.

Check that students understand the words *spring*, *bog*, *glacier*, and *waterways*.

What did you learn about rivers and a river system?

Why do we need rivers? What could happen without them?

THE MURRAY AND MISSISSIPPI RIVERS

Before Reading

Read the title. Examine the maps on page 7.
Discuss the locations of these rivers.

Have students read this chapter and be ready to share interesting facts about these rivers.

After Reading

Invite students to share what they have discovered.

How long is the Murray River?

How long is the Mississippi River?

Support students to build understandings of lengths of these rivers. For example, using places students know, explain how far it is from city to city or state to state.

Revisit unfamiliar place names and discuss strategies for pronunciation.

RIVER HISTORY

Before Reading

What do the title and pictures suggest to you?

Discuss each of the illustrations and read the captions to build knowledge prior to reading.

Have students predict what they might learn from this chapter. Instruct students to read about river histories. *As you read, jot down interesting points to discuss at the end.*

After Reading

Clarify any tricky or unusual names before discussing this chapter. For example, *Chickasaw, Chippewa, Choctaw, and Natchez.*

How did the Mississippi get its name?

How far back does human history at the rivers go?

Why do you think people settle and live near rivers? How did these people use the rivers for survival?

What problems did early settlement cause?

PADDLE-STEAMERS

Before Reading

Read the title and look at the photo and caption. Ask students what the word *restored* means. Discuss the meaning of the term *paddle-steamer* and check the glossary definition. Examine the diagram on page 12 and discuss such things as what the engine room contains, what a pilot house might be, and what kind of cargo might have been carried.

Read this section and be ready to share two interesting things you learn about paddle-steamers.

After Reading

Invite students to share their interesting facts. Build knowledge of the parts of the paddle-steamer.

How are paddle-steamers powered? Explain how this works.

What is boiler pressure? Whose job is it to check on this?

What do you know about the pilot house?

Why was it important for the chimneys to be high above the deck? What is the other word used for chimneys?

Discuss the term *degrees Celsius*.

INDUSTRY ON THE RIVERS

Before Reading

Read the title and ask students what the word *industry* means. Invite students to look through this chapter at the photos and captions. Discuss what a *port*, *towboat*, and *Mardi Gras* are. Invite students to share what they know about Hurricane Katrina. Ask students to share their understandings of the word *levees*. Check the glossary to clarify the meaning.

Read to page 18 and jot down some interesting things you learn about industry on the rivers.

After Reading

Ask students whether there are any tricky words to clarify. Discuss as needed. Check that students understand the meanings of words such as *livestock*, *coal*, *cargo*, *goldmining*, *trading*, and *barges*.

Invite students to share what they know about industry on the rivers. Encourage students to refer to the text and elaborate where needed.

How does being near a river assist industry?

LOCKS AND WEIRS

Before Reading

Read the title and invite students to examine the diagram on page 19 to infer how a lock works. *What is a sluice?* Discuss. Check the glossary definition of the words *locks* and *weirs*. Look at the photo on page 20 and read the caption. Discuss why locks and weirs might be useful. Invite inferences.

Read this section and be ready to share what you learn about locks and weirs.

After Reading

Clarify any words, phrases, or sentences as needed.

Invite students to share what they have learned and prompt them to elaborate as needed.

What purpose do locks and weirs serve?

RIVER PLANTS AND ANIMALS

Before Reading

Read the title and look at the photos and captions throughout this chapter. Ask students to define what a *habitat* is. Check the meaning of this word in the glossary. *Why do you think a river is the habitat of so many plants and animals?*

Read this chapter and find out about the plant and animal life that exists around these rivers. Make some notes about why rivers are an ideal habitat for these life forms.

After Reading

Have students share what they learned about the plant and animal life. Build on the responses and prompt students to elaborate and build on the responses of others. Where possible, have students refer to the text. For example, *What is it about the purple loosestrife that enables it to live in and out of the water? What makes this possible? What part of the plant enables this to happen?* Support students to locate the information on page 21 and discuss.

What other interesting plants and animals live in and around these rivers?

THREATS TO THE RIVERS

Before Reading

Invite students to predict what the possible threats to the rivers might be. Ask students what a *satellite picture* is.

Discuss the photos and captions to build knowledge of the content in this section. Invite students to infer during the discussion. For example, *How might the carp cause the water to be cloudy? How might this cause a threat to the river? Could this pose risks to other animals or plants that live in the river?*

Read this chapter and find out what the threats are. Be ready to share what you learn.

After Reading

Invite students to share what they have learned about the threats to the rivers. *How are the threats to the Murray River different to the Mississippi River? Compare and contrast the threats to the two river systems.*

What are some of the things people could do to minimize the threats to the rivers?

What could happen if the levels of pollution continue to increase?

What could happen if the drought does not end?

▲ CODE BREAKER

Discuss what students know about compound words. Explain to students that knowing the meanings of the words that are joined together can help them understand the new word.

For example,

river + bank = riverbank

paddle + steamer = paddle-steamer

Discuss the meanings of the single words and how these link to the meaning of the compound word.

Find more compound words in the book and write their meanings.

■ MEANING MAKER

Brainstorm a list of things that people enjoy doing near rivers and waterways.

As the students name activities, list them on the board in columns (but do not write headings for the columns). Column A = physical activities, Column B = relaxed or sedentary activities.

After the lists are complete, ask students to look carefully at each list and think of how the activities have been grouped. Encourage discussion. Ask students to think of more activities that fit within each group. Discuss the term *recreational*.

◆ TEXT USER

The diagram on page 12 shows a cross-section of a paddle-steamer. This helps people to know the parts of the paddle-steamer that cannot be seen from the outside. Invite students to discuss the kinds of knowledge that readers can build by looking at a diagram like this, and how readers' understandings could be different if they viewed a labelled photo or a model of a paddle-steamer.

● TEXT CRITIC

Look at the photos in this book. They have been carefully chosen to build a picture of each chapter topic. Look through each chapter and decide what the publishers of this book might want you to think and feel about each topic. Do they want to prompt you take any action from reading this book?

For example, look at the last chapter. What do you think the writer wants you to think after reading about the threats to these rivers? Do you think the writer of this report may want you to do something about this situation?

USING MULTIPLE INTELLIGENCES

Small group activity

Create: Create a model of a paddle-steamer using the diagram on page 12 as a guide. (S)

Write: Write a description of the paddle-steamer and an explanation about how it operates. (V)

Present: Present your work to the group. (V)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Murray River, Mississippi River

Name _____

Graphic Organizer (before and during reading)

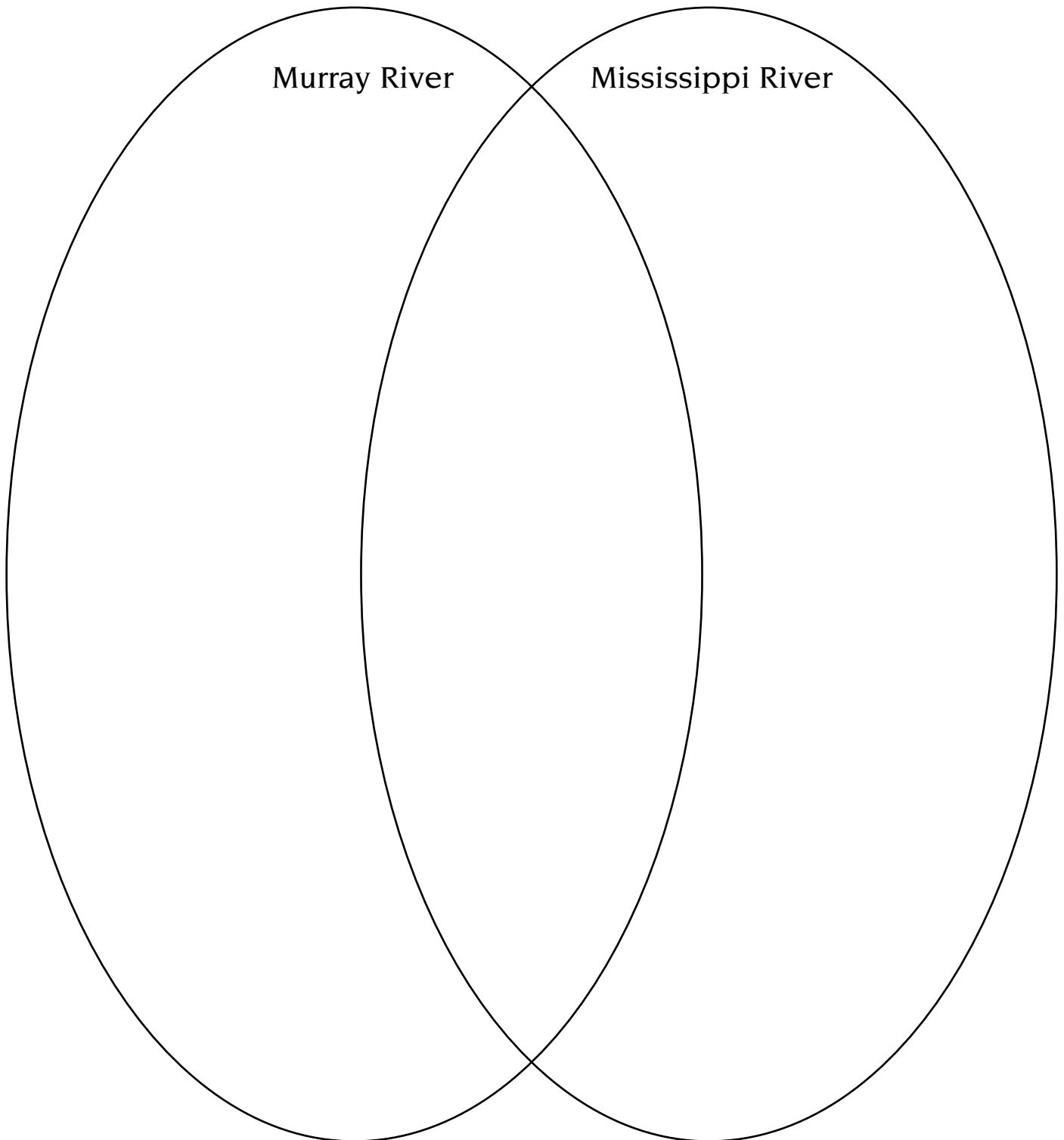
| Chapter | Main ideas |
|-----------------------------------|------------|
| Introduction | |
| The Murray and Mississippi Rivers | |
| River History | |
| Paddle-Steamers | |
| Industry on the Rivers | |
| Locks and Weirs | |
| River Plants and Animals | |
| Threats to the Rivers | |

Murray River, Mississippi River

Name _____

Multiple Intelligences
Logical-mathematical

Complete the chart to show how the Murray and Mississippi rivers are alike and different.



Murray River, Mississippi River

Name _____

Ⓜ Code Breaker

Build words from these words in the book.

| Word | Words built from this word |
|----------|----------------------------|
| build | |
| busy | |
| destroy | |
| explode | |
| history | |
| industry | |
| navigate | |
| threat | |

Write two interesting words to describe:

a paddle-steamer _____

a river _____

the river history _____

the river plants _____

Mardi Gras _____

the bald eagle _____

Murray River, Mississippi River

Name _____

Meaning Maker

Design a poster for tourists to advertise outings on a paddle-steamer. Do not forget to think of an attention-grabbing title. You may include information about such things as cost, how and where to book tickets, group discounts, and meals.

Murray River, Mississippi River

Name _____

⦿ Text User

Use the illustrations and captions to help you to answer these questions.

1. What is one interesting animal found in the Murray River?

2. What is one species of bird that lives near the Mississippi River?

3. What is the starting point of a river called?

4. What are the smaller waterways called?

5. What is a fun activity that is done on the rivers in this book?

6. What kind of cargo was moved through the port at St Louis in 1850?

7. Why is St Louis a very good place to trade?

8. What are three sections of a paddle-steamer?

9. What is Mardi Gras?

10. What are two animals and two plants that live in or near the rivers in this book?

11. What are some of the threats to these rivers?

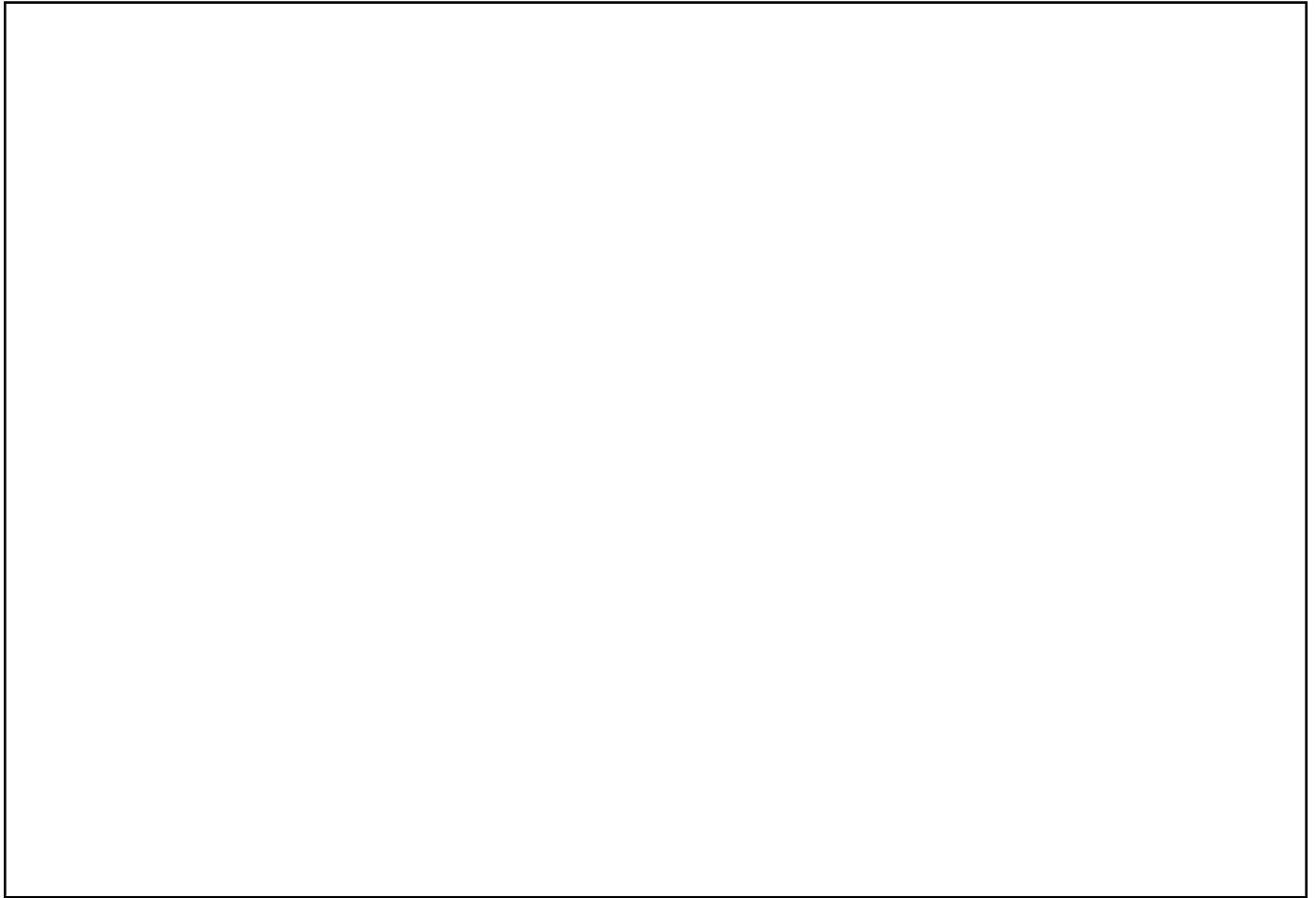
12. What is something you could do to help others learn about the threats to our rivers?

Murray River, Mississippi River

Name _____

Text Critic

Think of the waterways nearest your home. Sketch this area and label the threats to these waterways, and the plant and animal life that lives there.



Think of some actions you could take to help others understand that we need to take care of our waterways.

Murray River, Mississippi River

Name _____

Information Report (Compare/Contrast)

Read the statements and write whether you agree or disagree. Use the book to help you. Give reasons for your answers.

1. Speed boats should be used in place of paddle-steamers.

2. Locks and weirs are not necessary.

3. People should leave food for animals that live in or near rivers.

4. Plant life is not important to the river system.

5. All fun activities are threats to rivers.

6. Industry has ruined many rivers.

7. It is useful to build a city near a river.

8. It would be helpful to get the carp out of the Murray River.

9. Mardi Gras should occur many times each year.

10. It is important to look after our river systems.
