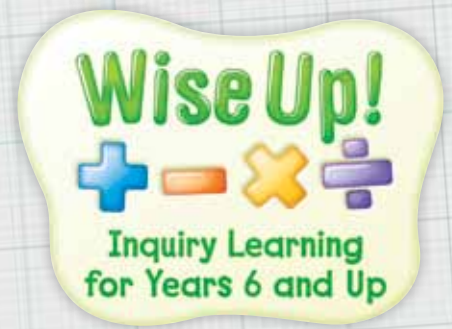


Wild Waters: Facts and Stats

Literacy Level 27 • Maths Level 3 • Number and Algebra



Inquire to Learn!

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There are many ways in which *Wild Waters: Facts and Stats* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objective:

Use personal experience and world and literacy knowledge confidently to make meaning from texts.

Specific Literacy Learning Outcomes:

- Forms and expresses ideas and information with increased clarity, drawing on a range of sources. Focus on oral presentation.
- Conveys and sustains personal voice where appropriate. (Session 4)

Numeracy Achievement Objective:

Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

Specific Numeracy Learning Outcomes:

- Be able to problem-solve questions relating to multiplication and division, fractions, percentages, and decimals.
- Solve real-world problems involving distance, speed, and time.

Cross-Curricular and Topic Links:

civilization, trade and community, transport, environment, social studies, geography

Additional Technology Outcome:

Understand how society and environment are influenced by technology in historical and contemporary contexts.

Additional Social Studies Outcomes:

- Understand how people view and use places differently.
- Understand how people make decisions about access to and use of resources.
- Understand how early Polynesian and British migrations to New Zealand have continuing significance.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Session 1: Using the Big Book, share-read *Wild Waters: Facts and Stats*, stopping at natural points for discussion. Draw on the students' prior knowledge of rivers.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the literacy learning outcomes.

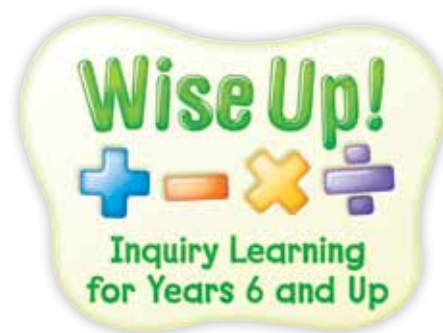
Literacy Focus:

1. *Oral Summary/Presentation:* Using pages 2–3, model a quick oral summary of the key facts presented on these pages, e.g. civilizations grew up around rivers because rivers provided water and food; rivers have been and sometimes still are used as roads to transport people and goods; some people live and trade on rivers.

Divide the class into eight groups and give each group a river from the book: Nile (pp. 4–7), Amazon (pp. 8–11), Yangtze (pp. 12–13), Zambezi (pp. 14–15), Volga (pp. 16–17), Thames (pp. 18–19), Mississippi (pp. 20–22), Rakaia (p. 23). Using the Small Books, ask each group to prepare and present an oral summary of the key facts about their river.

Wild Waters: Facts and Stats

Teacher's Notes continued



Literacy Focus cont.:

2. **Vocabulary/Word Origins:** Review the word origins listed in the book: *Nilometers* (p. 5), *papyrus/paper* (p. 7), *Zambezi* (p. 14). Discuss/ research the origins of local river names, e.g. the Waikato River was named during the voyage of the *Tainui* canoe. As they arrived just off the mouth of the river, the crew noticed the pull of the river current in the sea, called *kato*. They then named the river *Waikato* (*wai* meaning water).
3. **Review/Author's Purpose:** Ask: *Why has the author used captions, side panels, and text snapshot circles?* [To explain what is shown in photos; to provide additional information.] Ask: *Why has the author included maps in this book?* [To provide visual reference to the location of rivers discussed.]

Session 3: Using the Small Books, have the students reread *Wild Waters: Facts and Stats*. Model answering the Wise Up! on page 3. In their maths groups, have the students answer the Wise Up! questions on pages 5, 7, 8, 10, 13, 15, 17, 19, and 21. Help individual groups as necessary.

Session 4: Have the students work on their own to complete the challenge on page 24.

Inquiry Learning Extension:

1. Have the students either individually or in pairs choose a New Zealand river and research its local importance. Questions to consider: How did the local community interact with the river in the past? How do they interact with it today? Encourage the students to use a range of resources for their research, including if possible oral history/interviewing a local resident. Encourage the students to present their findings as an oral report.
2. Revisit the information about dams (technology) and their positive and negative impacts on the environment – p. 5 (Aswan High Dam, Nile River), p. 13 (Three Gorges Dam, Yangtze River), p. 15 (Kariba Dam, Zambezi River), p. 17 (Volga River dams), p. 18 (Thames River barrier). Find out more about dams in New Zealand and their positive and negative impacts, both socially and environmentally.

