

Electricity from TIDES



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 5

Word Count: 85

ACARA reference

Learning Areas: English; Humanities and Social Sciences

General Capabilities: Literacy; Ethical Understanding

Cross Curriculum Priorities: Sustainability

Teaching and Discussion Points

Before reading - activate prior knowledge and set the purpose for reading.

- Read the title. Look at the cover and tell students that the boy's paddle board is coming in on the tide. Ensure students understand the tide is the rise and fall of sea levels and that we can use this movement to make electricity.
- Revisit some of the alternative energy sources (solar, hydro and wind) in previous texts or the joint writing done earlier.
- Locate novel vocabulary such as *paddle* and have students rehearse.
- There are several novel language structures in this text, such as *round and round and round*, *day after day* and *in and out and in and out*. Rehearse these.

During reading - support students to read the text independently.

- Prompt for strategic activity as students read and problem solve. Reinforce and support behaviours such as stopping, repeating, re-reading, searching the picture or sounding out.

After reading - comprehension conversation and word work.

- Explore the constancy of tidal movement by either returning to the language structures *in and out* and *day after day*, by watching a video clip of the tides at a beach or by noticing how the water in tidal rock pools rises and falls. Discuss.
- Deepen meaning through shared writing. Jointly compose and construct two or three sentences about how we can use tidal movement to make electricity.

Vocabulary: electricity, paddles, round, water

High Frequency Words: and, at, can, day, go, goes, in, look, make, out, the, we, will

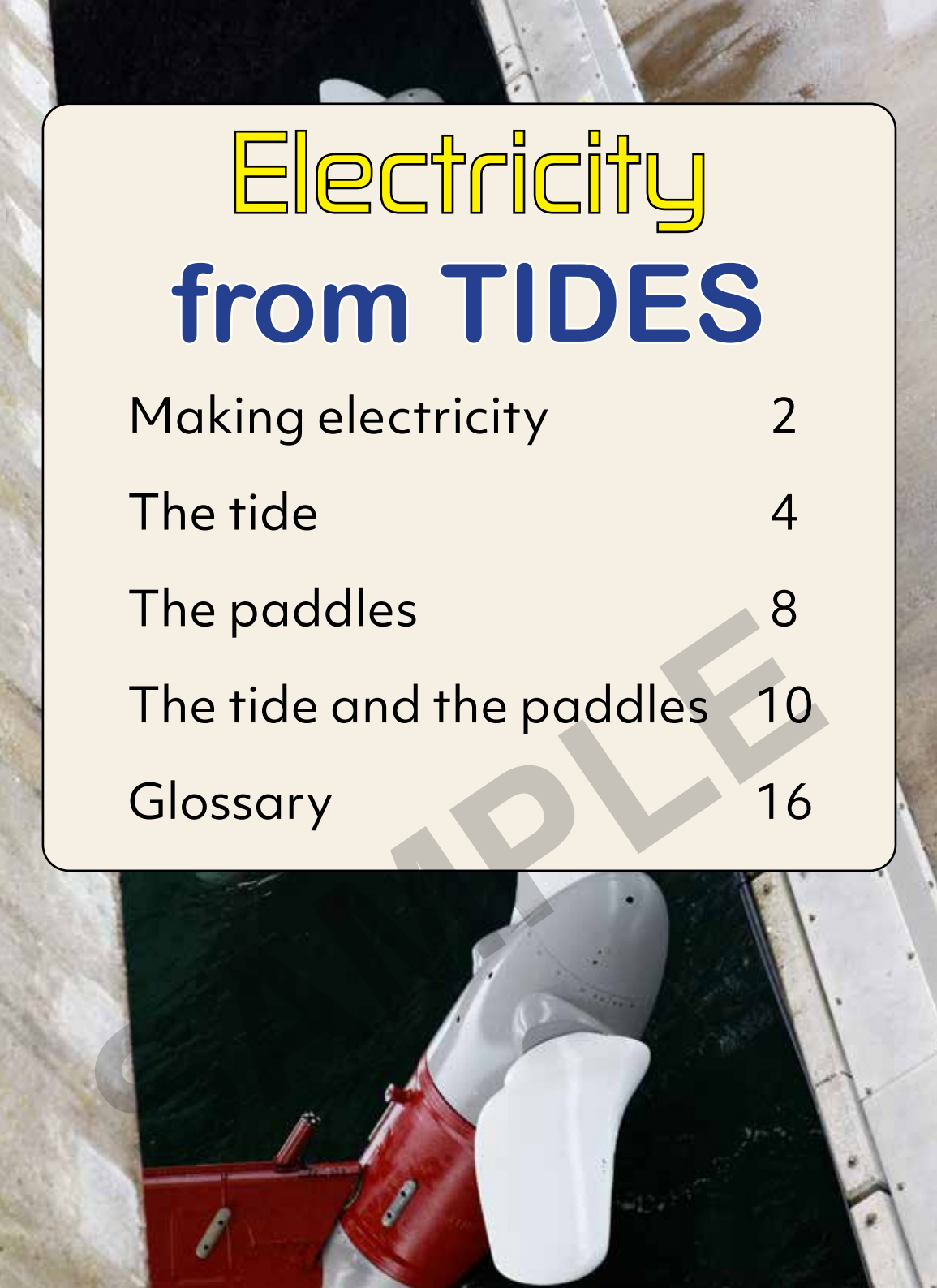
Word Study

- Use magnetic letters to make the word *all*. Add *b* to the beginning and read the new word. Repeat with other letters such as *c*, *m* and *t*. Hear the rhyme and notice the pattern. Repeat with other words from the text such as *in* and *out*.
- Make a word string with the word *day*, such as *may*, *say* and *lay*. Hear the rhyme and notice the pattern.

Links to National Literacy Progressions - Reading and Viewing

Phonological Awareness	Phonic Knowledge and Word Recognition	Fluency	Understanding Texts
PhA5	PKW4, PKW5	FIY2, FIY3	UnT4, UnT5

Carbon in the form of coal and other fossil fuels is burnt to give off the molecule carbon dioxide. Throughout this series we have referred to carbon dioxide as gas due to the complexity of both the science specific language and content.



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Making electricity

We can make electricity.





The tide

Look at the water.

The water goes in.

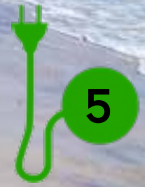
The water goes out.



SAMPLE



SAMPLE



The water goes in and out.
In and out, in and out,
day after day.



SAMPLE



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The paddles

Look at the **paddles**.

The paddles go in the water.

The paddles go

round and round in the water.



SAMPLE

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Electricity from TIDES

Electricity from tides is a simple informational text that introduces students to tidal energy. Using phrases to illustrate the constance of tidal movements such as *in and out and in and out* and *day after day* and familiar images, the text attempts to explain how tidal movement is harnessed to make electricity.

The Authors

Carole and Suzanne are sisters and educators.

Carole has over 30 years teaching experience. The last 15 years have been spent specialising in early literacy acquisition, training teachers and designing and delivering early reading and writing interventions. Carole has a Master of Education and a Master of Teaching English to Speakers of Other Languages.

Suzanne has 15 years teaching experience 13 of which have been spent teaching ESL students. She has a Master of Education (IT in Education) and a Bachelor of Vocational Education and Training.



Electricity is very dangerous

Please read book 26

"TAKE CARE with ELECTRICITY"

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