



# The water story

## Objective

- Strand I2: Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

## Differentiation

### Support

- Less confident learners can produce a diagram introducing a cycle or process, combining pictures and labels.

### Extend

- Suggest that more confident learners produce an illustrated contents page for their written work, planning what else they would include in their book or website.

## Cross-curricular activities

### Science Unit 5D Changing state

- Ask the children to produce a book page or website that instructs other children how to carry out an experiment to find the speed at which ice melts in different conditions.

## How the text works

- Watch the video with the children. Afterwards, discuss what it was about. (How water is treated so that it is safe to drink.)
- Ask: *Who do you think the video is for? Do you think it is for schoolchildren or scientists?* Elicit how the use of informal language such as *It's complicated, but basically...* and *the water whooshes along the pipes* suggests that the video is for people who know little about water treatment.

- Discuss the text type. Elicit that it is an explanation and then revise features of explanation texts included in the video. (Use of present tense; connectives such as *as*; stages explained in time order, *And finally*.)
- Invite the children to describe other explanation texts they have read, heard or seen recently. Discuss ways in which they were similar or different. Refer to books containing explanations and discuss the visual features often used, such as diagrams and photographs.



- Look again at the video with the children, but stop the action when the camera changes from a long-distance shot to a close-up. Discuss the reason for the change. Elicit how seeing items in more detail can be informative, and adds interest and drama.
- Replay the video, this time asking the children to close their eyes and listen to the sound of the speaker's voice. Encourage a discussion on the changes of tone (such as dramatic tones and humorous tones).
- Challenge the children to recall any sound effects and music in the video. Talk about whether