

When Can a Flood Happen?



Level: D6 Word Count: 94

Little Books of Answers

Curriculum Connection	Earth
Content Vocabulary	climb, farms, faster, flood, flows, happen, high, higher, land, leave, melts, mess, mountains, people, in, rains, rises, river, rooftops, snow, storm, streets, tide, water
Visual Literacy Element	outcomes chart
Critical Thinking	interpret a photo, make an inference
Comprehension Strategy	identifying cause and effect
High-Frequency Words	a, and, big, can, get, in, is, it, of, out, the, there, very, when

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss floods. What do the students know about floods? What causes floods to happen? Have any of them ever been in a flood? Invite volunteers who have been in a flood to talk about it. Where were they? What happened? How did they feel?

- Give each student a copy of the book *When Can a Flood Happen?* and read the title to them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Have them suggest some reasons for reading the book such as, *Do different things cause floods?*
- Discuss the cover photo. Ask questions such as – *What can you see here? What can you say about the water in the river? What could happen if the water gets much higher?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Explain that the labels tell them the types of things that can cause a flood.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Each of the captions tells you more about the photo. The word you use to describe water moving is flow – the water in the river flows faster and faster. Very high tides can be caused by different things – there could be a storm way out at sea, there could be a storm near the beach.*
- Discuss the outcomes chart on page 15. Tell the students that the words on the left of the chart are the causes, the arrows point to the effect or outcome which is a flood. The chart is another way of showing when a flood can happen.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What could flood farm land?
What can people do when there is a very big storm?
What can make the water in a river get higher and higher?
What do floods leave?
- Check inferential comprehension by asking these questions:
What can happen when a river overflows its banks?
What season will it be when floods are caused by melting snow?
What happens to cars and houses when the streets flood?
What can a farmer do to save his cattle when there is a flood?
- Talk more with the students about the causes and effects of flooding. If the flood is the cause what might the effects be? Ask questions such as, *If your house was flooded what would happen?*
What would you do?
- Invite volunteers to choose one of the causes of a flood and ask another question about it, for example, *What else can people do to keep safe when they know where they live is going to flood?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to say what has happened here and what the man is going to do.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw a place that is flooded. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

When Can a Flood Happen?

Level: D6

Name:



Little Books of Answers

Look for these flood pictures in the book.
Draw and label two of them.

flooded farm

flooded street

people on roof

Permission is given to copy for use with the Little Books of Answers series

When Can a Flood Happen?

Level: D6

Name:



Read and Draw

Little Books of Answers

The houses are flooded up to their rooftops.

Big floods leave a big mess.

Permission is given to copy for use with the Little Books of Answers series