PREVIEW

Rain Has a Route

Selected pages and activities from the finished learning pack

From the original reading texts

Text F · The ball that stopped halfway

F1 · Mia’s account for the class blog

I could see the deep basket at the foot of the ball run, but I couldn’t see the foam ball. I had let go up at the marked line. There was a rattle halfway down and then the room seemed quiet. I bent down next to the run. The ball had stopped against a low wooden strip. I lifted the strip and the ball rolled past my fingers without a push. This time I heard a soft thud from the basket. When I looked up, there were three faces leaning over the rail with me.

F2 · Explanation for someone using the exhibit

Why did the foam ball roll into the basket only after the strip moved? The run slopes downhill from the marked line to the basket. The ball rolls down from the line until it meets a low strip placed across the run. The strip stops the ball halfway. Raising the strip clears the path. The ball can roll down the remaining slope into the basket. The basket catches it when it leaves the lower end.

Read before writing. Which details are common to both accounts? Which detail helps the reader picture Mia’s experience but does little to explain the reason for the ball’s movement?

From the support workbook

Practice · Replace a missing reason

Separate the facts

Chair test. An open picture book stood on a seat that sloped slightly down towards the front. The bottom edge of the book rested against a pencil case. When Tane moved the pencil case, the book slid down onto the carpet. A red cushion was on a different chair.

1 Draw a line through a detail that does not help explain the movement. Circle the object that had stopped the book.

2 Put the following events in order by writing 1, 2 and 3 beside them. Add **so** where a cause leads to a result. You may reword the sentences.

- The pencil case was moved.
- The book slid towards the front and onto the carpet.
- The book rested against the pencil case.

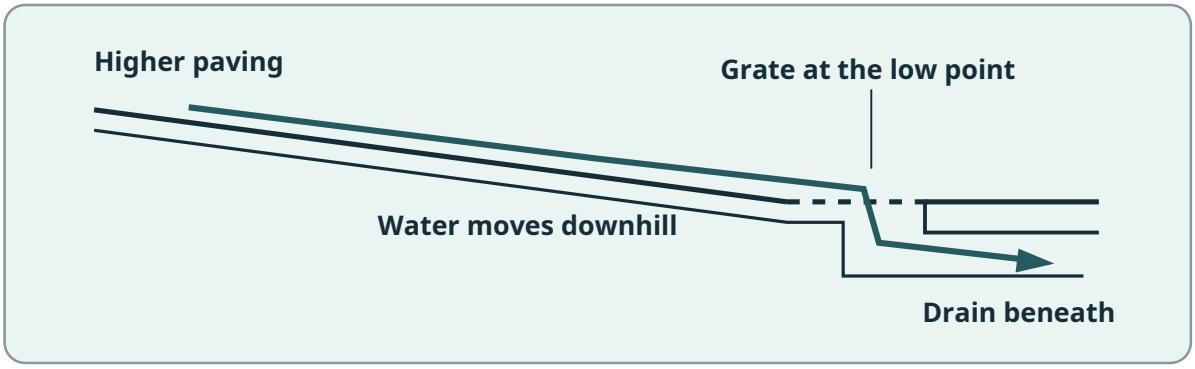
Repair and test a short explanation

Inez writes, ‘Tane moved the case. The book slid because it was Tuesday.’ Replace the second sentence with one that uses the slope and the change Tane made. Read the two sentences in order. Does your reader know what the case was doing at the start? Add a sentence if needed.

From the core workbook

Lesson 3 · Use a diagram and paragraph as a team

Follow a model route



Text alternative. Water moves from higher paving down through the low point to the grate. It passes through the grate openings into the drain beneath. The arrow shows the route in a simple side view.

Accompanying explanation. A puddle can form if water keeps arriving faster than the partly blocked grate can let it pass. Clearing the openings lets water leave faster.

The image locates the parts. The accompanying sentences explain a condition and effect. Identify one detail the sentences would leave hard to picture if the diagram were covered.

Design and test your own

Draw a diagram of the path to the flower bed from C2–C4. Use an arrow that touches both sides of the gap. Label the route and a feature that locates it. Write a caption that guides the reader to start at a useful point. Under the caption, add a reason the image alone would not easily show.

Have an adult use your printed page to trace the route. Ask where they hesitated. Make and explain one change.

From the extension workbook

Practice · Edit for a new audience

Read F1–F2 in the reading booklet. Think about a sign beside the exhibit and a short opening for a mystery-style school blog.

1 Draft two different exhibit openings. Give one the outcome first and the other the question first. Explain what background you owe the reader in each version if the reader is going to connect the strip with the later movement.

2 Write 35–55 words to open the school blog. You can delay naming the foam ball, but use at least one clear clue so the delay feels deliberate. Compare one place where you would reveal information earlier in the factual exhibit version.

3 Someone suggests deleting the line about where the strip rested. Explain whether it matters equally for the two readers. Cite **F1** or **F2** and name what each version would lose or retain.