WorldWise™
Content-based Learning

WorldWise Informative Texts
Guided Reading Levels N (25–26), O (27–28), P (29–30) Linked to New Zealand Curriculum: Science Year 4

The Nature of Our World		
Title	**Level***	**Science Understandings**
Animal Parents Animals have unique and diverse life cycles: parents raise some animals and some animals care for themselves.	N (25–26)	LW: There are life processes common to all living things and that these occur in different ways LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced LW: Plants, animals, and other living things can be grouped into science-based classifications
The Weather Today Knowledge of the weather and daily weather patterns is useful for our everyday activities. In the case of extreme weather, people need to be informed so that they keep safe.	N (25–26)	PW: The effect of forces (contact and non-contact) on the motion of objects PW: Materials can be manipulated and/or transformed to enhance the fitness for purpose of a technological product
Busy Highways Animal migration – why and how animals make incredible journeys.	O (27–28)	LW: There are life processes common to all living things and that these occur in different ways LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced LW: Plants, animals, and other living things can be grouped into science-based classifications NS: Scientists work together and provide evidence to support their ideas
That's a Good Idea! Understanding the difference between an invention and a discovery. Understanding an invention is a new idea or way of making or doing something. Examining various inventions and seeing how they have changed over time.	O (27–28)	MW: The characteristic chemical and physical properties of a range of different materials MW: Chemical and physical properties of a range of different materials, technological uses and natural processes
The Animal Kingdom Understanding what living things are, how they are grouped and classified.	P (29–30)	LW: There are life processes common to all living things and that these occur in different ways LW: Plants, animals, and other living things can be grouped into science-based classifications
Going, Going, Gone? When the environment changes, some animals survive or reproduce, others relocate or adapt, and some die.	P (29–30)	LW: There are life processes common to all living things and that these occur in different ways LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced LW: Groups of living things in our world have changed over long periods of time

* Levels indicated by letters are comparable to the Guided Reading Levels of Fountas and Pinnell.

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Relationships, Roles, Responsibilities

Title	Level*	Science Understandings
Caring for Animals People care for captive, sick, or endangered animals in a variety of ways, using a range of technologies. Conservation programs are important to ensure the survival of some species.	N (25–26)	LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced NTTK: The relationship between the materials used and their performance properties in technological products NS: Science is a way of explaining the world and that science knowledge changes over time
Looking After Our World Understanding how we can look after our world by establishing world heritage sites	N (25–26)	NS: Science is a way of explaining the world and that science knowledge changes over time NS: Scientists work together and provide evidence to support their ideas
The Coral Reef Coral reefs are fragile environments, home to thousands of sea creatures, and some of the most complex habitats on Earth.	O (27–28)	LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced LW: Plants, animals, and other living things can be grouped into science-based classifications NS: Scientists work together and provide evidence to support their ideas
Plants: The Key to Life Why are plants important in our world? What has caused native plants to diminish in number? Why do we need replanting programs?	O (27–28)	LW: There are life processes common to all living things and that these occur in different ways LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced LW: Groups of living things in our world have changed over long periods
Don't Throw It Away! The amount of rubbish thrown away is a problem for the planet. Rubbish can be reduced – reuse and recycle.	O (27–28)	MW: Chemical and physical properties of a range of different materials, technological uses and natural processes NS: Science is a way of explaining the world and that science knowledge changes
Keeping Well Over time, medical inventions and technology have assisted people to enjoy better health.	P (29–30)	LW: There are life processes common to all living things and that these occur in different ways NTTK: The relationship between the materials used and their performance properties in technological products NS: Science is a way of explaining the world and that science knowledge changes over time NS: Scientists work together and provide evidence to support their ideas

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Change and Continuity

Title	Level*	Science Understandings
Animal Lifetimes All animals are different and have different life cycles, but all have a 'lifetime' in common.	N (25–26)	LW: There are life processes common to all living things and that these occur in different ways LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced LW: Plants, animals, and other living things can be grouped into science-based classifications
The Land Where I Live The climate in different regions of the world. Includes three case studies: Climate conditions in different regions of the world. Three case studies – temperate, polar, tropical	N (25–26)	PEB: The nature of the water cycle and its effect on climate, landforms, and life NTTK: The relationship between the materials used and their performance properties in technological products
Bicycles by Design A history of the bicycle, including bicycles today, and safety and technology.	O (27–28)	MW: The characteristic chemical and physical properties of a range of different materials NTTK: The relationship between the materials used and their performance properties in technological products
Exploring Caves How are caves formed? Why have people and animals used them? What information can scientists derive from them?	P (29–30)	PEB: Water, air, rocks and soil, and life forms make up our planet and these are also Earth's resources PEB: The nature of the water cycle and its effect on climate, landforms, and life MW: Chemical and physical changes in materials or substances NS: Science is a way of explaining the world and that science knowledge changes over time
From Me to You Technology continues to influence and expand ways people access information and communicate. Technology influences the quality of people's lives and the ways they act and interact. Social needs, attitudes and values influence the direction of technological development.	P (29–30)	NTTK: Technological development expands human possibilities and draws on knowledge from a wide range of disciplines NTTK: Technological systems are represented by symbolic language tools and understand the role played by the "black box" in technological systems
Finding Our Way People use technology for direction and navigation.	P (29–30)	PEB: The components of the solar system and the distances between them NTTK: The relationship between the materials used and their performance properties in technological products

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