

Focus Question:

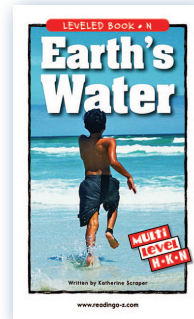
Why is water important?

Book Summary

Text Type: Nonfiction/Informational

Most of Earth's surface is covered with water. Plants, animals, and humans are dependent upon water for their survival. *Earth's Water* introduces students to the many forms of Earth's water and emphasizes the importance of caring for this valuable resource. The book can also be used to make connections to prior knowledge and to identify main ideas and supporting details.

The book and lesson are also available for levels H and K.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Identify main idea and details
- ☐ Describe information provided by photographs
- ☐ Identify consonant *th* digraph
- ☐ Use and identify common nouns
- ☐ Understand and use synonyms and antonyms

Materials

- ☐ Book: *Earth's Water* (copy for each student)
- ☐ Main idea and details, nouns, synonyms and antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *gas* (n.), *glaciers* (n.), *groundwater* (n.), *liquid* (adj.), *precipitation* (n.), *solid* (adj.)

Enrichment: *concentrated* (v.), *invisible* (adj.), *water pollution* (n.)

- **Academic vocabulary:** *energy* (n.), *important* (adj.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *water* on the board and read it aloud with students. Invite volunteers to share what they know about water and why it is important to plants, animals, and people. Point out that in order to enjoy or consume water, it must be clean and not polluted. Write the words *water pollution* on the board and read it aloud. Have students share what they know about water pollution and how it affects water. Have students discuss the problems that are caused as a result of polluted water.

Introduce the Book

- Give students their copy of *Earth's Water*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers connect what they are reading to something they already know, have read, or seen somewhere before. These connections are called *text-to-self*, *text-to-text*, and *text-to-world*. Review the cover page with students and share an example of making a text-to-self connection. Invite volunteers to share connections they made on the basis of the cover page. Have the class identify each connection as text-to-self, text-to-text, or text-to-world. Remind students that connecting to prior knowledge about a topic will help them remember and understand what they are reading.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that every book has a *main idea*, which is the general idea of the book. Point out that *details* are the information in the book that supports and gives more information about

Guiding the Reading (cont.)

the main idea. Invite students to review the title and cover pages of the book. Have volunteers share predictions about the main idea of *Earth's Water*.

- Have students turn to page 3 and review the table of contents. Point out that often in a nonfiction book, the text is broken into sections. These sections are listed in the table of contents. Ask students how the table of contents can help them identify the main idea of each section. Explain that each section of the book contains a main idea and supporting details and that the title of each section is often a good clue about the main idea. Have students turn to a partner and share predictions about the main idea of each section of this book on the basis of the information in the table of contents.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Earth's water. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What kind of water do plants and animals need to survive?* (level 1) pages 5
- *Where is Earth's fresh water located?* (level 1) page 6
- *What different forms can water take?* (level 2) pages 7 through 10
- *What are the steps in the process from condensation to precipitation?* (level 2) pages 12 and 13

- *Why is precipitation important to plants, animals, and people?* (level 3) multiple pages
- *What is the effect of polluted water on plants and animals?* (level 1) page 15
- *Why is it important to take care of Earth's water?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students work in small groups to review the pictures on page 15. Ask students: *Why would the author choose to include photographs of polluted and not polluted water rather than illustrations? How do these photographs help you understand more about water pollution? How do these photographs give more detail than what is written in the book?* Have students work with a partner to review other photographs in the book and discuss as a class why the author chose each photograph.

Skill Review

- Model for students how you make connections to prior knowledge as you read, and direct them to stop at several points during reading to turn to a partner and share a connection. Have their partner identify whether the information shared is a text-to-self, text-to-text, or text-to-world connection. Remind students that making connections to prior knowledge will help them enjoy, understand, and remember what they have read.
- Model identifying main idea and details:
Think-aloud: *The book is providing me with information about Earth's water. Before I began reading, I looked at the table of contents for clues about the main idea of this book as well as the main idea for each section of the book. For example, the first section is titled "Water Everywhere." As I read this section, I notice that the main idea is that water is everywhere on the planet. Details that support this main idea include that two-thirds of Earth's surface is covered in water and this water can be found above ground or below ground as groundwater.*
- Have students work with a partner to identify the main idea of the section titled "Different Forms of Water." Invite groups to share their findings. Then have each group identify three details from the text to support the main idea. Have each group share these details with the class.
- Model and discuss how to complete the [main-idea-and-details worksheet](#).

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Main idea and details**

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the main ideas they recorded. Discuss as a class the main idea of the book in its entirety.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Responses should include the following information: *Water is important because plants, animals, and humans cannot survive without it.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: **Consonant th digraph**

- Write the words *Earth* and *this* on the board and read them aloud to students. Ask what sound they hear at the end of the word *Earth* and what letters make this sound. Underline the consonant *th* digraph. Ask what sound they hear at the beginning of the word *this* and what letters make this sound. Underline the consonant *th* digraph. Explain that the consonant *th* digraph can make two sounds, both of which are created by placing the tongue between the teeth. Have students practice making both forms of the /th/ sound.
- Write the following words on the board, leaving out the consonant *th* digraph: *thigh, that, thorn, the, math, those, think*. Invite volunteers to the board to add the consonant *th* digraph and read each word aloud as a class.
- **Check for understanding:** Have students review pages 4 through 10 with a partner and guide them to circle all of the words containing the consonant *th* digraph. Invite volunteers to share their findings with the class.
- **Independent practice:** Have students review pages 11 through 15 independently and circle all of the words containing the consonant *th* digraph. Invite students to share their findings with the class.

Grammar and Mechanics: **Nouns**

- Write the following headings on the board: *Person, Place, Thing*. Read each heading aloud with students. Explain that a word that names a *person, place, or thing* is called a *noun*. Invite students to suggest examples of common nouns and record this information on the board. Point out that common nouns describe a general person, place, or thing rather than a specific person place or thing, for example, *country* is a common noun and the *United States* is a proper noun because it names a specific country. Explain that students will be looking for common nouns in the book rather than proper nouns.
- **Check for understanding:** Have students work with a partner and provide each group with a blank sheet of paper. Have students create three columns and label them *Person, Place, Thing*. Then have partners record five nouns for each category that can be found in the classroom. Invite volunteers to share their findings.
- **Independent practice:** Introduce, explain, and have students complete the **nouns worksheet**. If time allows, discuss their answers.

Word Work: **Synonyms and antonyms**

- Write the word *strong* on the board. Ask students to suggest a word that means almost the same thing (*powerful*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *strong* (*weak*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Show students a thesaurus and explain that it is resource for locating synonyms and antonyms. Point out that a thesaurus is organized in a similar fashion to a dictionary or glossary in that the words are list alphabetically. Give pairs of students a thesaurus and provide them with time to familiarize with the setup of the thesaurus.
- **Check for understanding:** Write the following words on the board: *tall, fast, big, long, many*. Have students work with a partner to identify one synonym and one antonym for each word. Then have partners locate each word in the thesaurus to verify their findings. Invite each group to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms-worksheet**. If time allows, discuss answers aloud after they are finished.

Connections

- See the back of the book for cross-curricular extension ideas.