

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 240

Book Summary

Earth's Water provides an informative lesson on water. The book reviews where water comes from, the different forms of water, and the water cycle. The book concludes with information on water conservation. Clear, easy-to-understand photographs enhance the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect life experiences and use prior knowledge to understand text
- Identify main idea and details
- Manipulate initial sounds in words
- Identify VCe pattern
- Locate and categorize nouns
- Understand and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Earth's Water* (copy for each student)
- Chalkboard or dry erase board
- Sticky notes
- Main idea and details, nouns, content vocabulary worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

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

- High-frequency words: *are, of, when*
- Content words:
 - Story critical: **evaporation** (n.), **freezes** (v.), **gas** (n.), **liquid** (n.), **melts** (v.), **solid** (n.)
 - Enrichment: *clouds* (n.), *Earth* (n.), *invisible* (adj.), *polluted* (adj.), *rain* (n.), *water* (n.)

Before Reading

Build Background

- Lead students in a discussion about water. Have them share things they like to do in water and how water changes form when the temperature changes.
- Ask students to share why they think that taking care of Earth's water is important.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Earth's Water*. (Accept all answers that students can justify.) Explain that the book is factual and that it gives the reader facts about water.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Show students the table of contents and explain its purpose. Read the first two section headings to students. Have them share their prior knowledge related to the topic of each section.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers think about what they already know about the topic of a book before they read it. Share that this helps readers understand and remember what they are reading.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: Before I read an informational book, I think about what I already know about the topic of the book. This helps me connect what I already know about the subject to the new information in the book. The title states that this book is about Earth's water. I know a lot of things about water on Earth. I know that there is more water on Earth than there is land because I've seen a globe. I also know that temperature makes water change form; on a hot day, water disappears, and on a cold day, water turns to ice. As I read the book, I am going to think about what I already know about water and also try to learn new information to add to what I already know.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the table of contents, section headings, and photographs to preview the book with students. Reinforce new vocabulary by incorporating it into the discussion. For example, on page 7, say: *This section talks about different forms of water. Does liquid water change shape when it is in containers of different shapes?*
- Draw students' attention to the bolded words in the text. Explain that the author put these words in bold print to help the reader know that these words are important. Have students locate and read each bolded word and then turn to the glossary to read its definition.
- Reinforce word-attack strategies by modeling how to read unfamiliar words. Read the second sentence on page 8 to students. Point to the word *freezes*. Explain that when readers come to a word they are not sure of, they can look inside the word for smaller words they know. Readers can then use what they know about sounds and letters to figure out the word. Point to and read the word *free* in the word *freezes*. Then run your finger under the letters and demonstrate how to blend the remaining sounds together to read the word *freezes*. Reread the sentence.
- Point out that good readers always reread to make sure the new word makes sense in the sentence.
- Encourage students to add new vocabulary words to their word journals.


Set the Purpose

- Have students think about what they already know about water as they read the book. Remind them to look for important new facts about water to add to what they already know.

During Reading

Student Reading

- **Guide the reading:** Give students their book and direct them to read the first two sections: "Water Everywhere" and "Different Forms of Water." Have them put a sticky note on page 10 to remind them to stop reading at the end of that page. Encourage students who finish before others to reread the text.

- Listen to individual students read the text orally. Monitor their use of reading strategies and intervene when necessary to prompt for strategy use. Encourage students to share what they already know about the subject of water and new facts they learned from reading the first two sections.
 - When students have finished, ask them whether the information in the text matched their prior knowledge about water. Have them explain how thinking about what they already knew about water helped them understand what they read.
 - Model making connections to prior knowledge.
Think-aloud: Before I read the first two sections of this book, I thought about what I already knew about the topic of the book. I remembered seeing a map of Earth and was surprised to see that our planet has much more water than land. I know that water is in oceans, lakes, and ponds. Knowing that information helped me understand the book and read the content words.
 - Turn to the table of contents and read the third section heading: "Changing Water." Say: *I think this section is going to be about the water cycle. I know that when it is cold, water changes into ice, and when it warms up, water melts and turns back into water. Knowing this information should help me understand this section.*
 - **Check for understanding:** Have a volunteer share with the class how he or she connected to prior knowledge. Encourage the volunteer to refer to the text, giving specific examples and page numbers. Have students turn to a partner to share how they connected to prior knowledge, referring to the text. Circulate and listen for individual responses.
 - Read the heading of the fourth section in the table of contents. Ask students to share what they know about the topic of water's importance.
 - Have students read the remainder of the book. Remind them to use what they already know about water to help them understand new information as they read.
-  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 the discussion that follows.

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.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 15, I thought about polluted water I had seen. It was dirty, and it smelled. I remember thinking how awful it would be to swim in it or drink it.*
- Ask students to tell how making connections helped them be active readers and remember what they read. Reinforce that knowing something about the topic before reading helped them read the text and understand what they read.

Teach the Comprehension Skill: Main idea and details

- **Discussion:** Ask students what new facts about water they learned from reading the book.
- **Introduce and model:** Explain to students that every book has a main idea, which is what the book is mostly about. Explain that the title often provides clues about the book's main idea. Explain that it is easy to know what this book is about because the topic is in the title (*Earth's Water*).
- Have students look at the table of contents. Explain that each section in this book tells different information about water. Tell students that the section heading and the first sentence in the section usually give a hint about the main idea of the section. Explain that the other sentences in the section usually tell details that relate to the main idea.
- Use the first section to model identifying the main idea and details.
Think-aloud: When I read a book that has a lot of facts in it, I like to think about what the main idea is that brings all the facts together. In section two, I read some interesting facts: some water on Earth is liquid; some water on Earth is solid ice; some water on Earth is invisible in the air. The main idea I got from all these facts is that water comes in many different forms. I remember that authors often give hints about the main idea in the section heading and the first sentence of

a section. I am going to reread those two parts of the section to make sure I have identified the main idea that the author was writing about.

- **Check for understanding:** Have students reread section 3 ("Changing Water"). Ask them to put a sticky note on each important fact. Invite students to share the important facts they noted in the book. Lead a discussion on what the main idea of the section is. Remind students that the section heading and first sentence in a section often tell the main idea.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their responses.

Build Skills

Phonological Awareness: **Manipulate initial sounds**


- Explain to students that you are going to play an oral word game. In this game, they will make new words by replacing the first sound in the word with a new sound.
- Model for students how to substitute a sound and make a new word. Say: *I can take the /s/ sound off the word sun and put on the /f/ sound to get a new word: fun.*
- Ask students to listen as you take the /m/ sound off the word *mad* and put on the /b/ sound. Ask students to tell what the new word is (*bad*).
- **Check for understanding:** Say the following words, one at a time, and have students change the initial sounds: change *feet* to *meet*, *band* to *hand*, *mate* to *date*, *bike* to *like*, *seat* to *beat*, *hit* to *sit*, *rat* to *bat*, *funny* to *bunny*, *mad* to *dad*.

Phonics: **VCe pattern**

- Write the word *make* on the board and have students read it with you. Ask students what sound the vowel makes in the word *make*. Circle the e at the end of word and explain that often when a word ends with an e, the vowel sound is long.
- Ask students to turn to page 6 in the text. Read the entire page aloud with students. Ask students which word on the page has a long /a/ sound in the middle of the word and an e on the end (*shape*). Write the word on the board. Circle the *-ape* letter combination and remind students that when a vowel is located before a consonant with an e located at the end of the word, the vowel sound is long.
- **Check for understanding:** Have students turn to page 14 to find two other words that have a VCe pattern with a long vowel sound (*alive*, *take*). Write the words on the board as students find them. Then write the letters VCe over the corresponding letters and ask students to identify the long vowel sound in each word. Have students search for other VCe long vowel words in the story. Remind them that not all words that end in e have long vowel sounds.

Grammar and Mechanics: **Nouns**

- Explain to students that there are categories of words that tell the names of *people*, *places*, and *things*. Tell students that these words are called *nouns*.
- Ask students to look through the book to locate the names of places (*ponds*, *lakes*, *oceans*, *rivers*, *desert*, *streams*, *Earth*, *North and South Poles*). Remind students that these words are all nouns.
- Ask students to look through the photos in the book to locate people (*man*, *boy*, *girl*, *woman*, *fireman*). Remind students that these words are all nouns.

 **Check for understanding:** Ask students to look through the book to locate and underline the names of things (*animals*, *ice*, *air*, *plants*, *water*, *container*, *ice*, *gas*, *puddle*, *sun*, *clouds*, *rain*, *boats*, *snow*, *sunlight*, *snowman*).

- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: Content vocabulary

- Explain that *Earth's Water* contains many vocabulary words that have to do with the topic of water. Tell students that the author put many of these vocabulary words in bold print.
- Project or copy the [content vocabulary worksheet](#) onto the board. Have students turn to page 7 and find the bolded word *liquid*. Model how to fill in the worksheet by writing liquid in the first column. In the second column, record what you think the meaning of the word is. In the third column, record the meaning of *liquid* as a volunteer reads the definition from the glossary.
- **Check for understanding:** Distribute the content vocabulary worksheet to students. Have them look through the book to locate one of the bolded content words. Ask them to write the word in the first column of their worksheet. In the second column, have students record what they think the meaning of the word is. In the third column, have students use the glossary to record the meaning.
- **Independent practice:** Have students complete the content vocabulary worksheet. When they have finished, have students compare their work with another student.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the main idea and details of the book to someone at home.

Extend the Reading
Writing Connection

Ask students to share what they have learned about the importance of taking care of Earth's water. Ask them to think about what they can personally do to conserve water. Have them write a paragraph sharing their water conservation plan.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository report writing.

Science and Art Connection

Have students draw and label an illustration of the water cycle.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- connect to prior knowledge to understand nonfiction text
- locate main ideas and details in nonfiction text and on a worksheet
- orally manipulate the initial sounds of words to make new words
- identify and read words with VCe pattern
- locate and categorize nouns into words that name people, places, and things in the text and on a worksheet
- use the glossary to write definitions of content vocabulary on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)