

Focus Question:

Why is groundwater important?

Book Summary

Text Type: Nonfiction/Informational

Every living thing on Earth needs water. But if the citizens of the world do not plan ahead, there will not be enough water for everyone! *Groundwater* provides students a comprehensive look at why groundwater matters and how we can all do our part to make sure there is enough for years to come. An important topic and interesting graphics will keep students engaged. This lesson can be used to teach students how to determine the author's point of view as well as to summarize text.

The book and lesson are also available for levels S and Y.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine author's point of view
- ☐ Describe information provided by the table of contents
- ☐ Recognize and use comparative adjectives
- ☐ Identify and define homophones

Materials

- ☐ Book: *Groundwater* (copy for each student)
- ☐ Summarize, comparative adjectives, homophones 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: *conservation* (n.), *crisis* (n.), *drought* (n.), *groundwater* (n.), *irrigate* (v.), *resource* (n.)

Enrichment: *aquifers* (n.), *climate change* (n.), *depleted* (adj.), *monitor* (v.), *percolate* (v.), *United Nations* (n.)

- **Academic vocabulary:** *amount* (n.), *beneath* (prep.), *conflict* (n.), *estimate* (v.), *expert* (n.), *predict* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board photographs of various living things, such as people, animals, and plants. Ask students to work with a partner to think about what all of these living things need to survive. Guide the class to the consensus that all living things need water to survive.
- Next, ask students to visualize a world in which there is not enough water for all living things. Ask them to predict what would happen to those people, animals, and plants on the board. Invite volunteers to share their answers with the class.

Introduce the Book

- Give students their copy of *Groundwater*. 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: Summarize

Explain to students that engaged readers summarize, or create a brief overview, as they read. Ask students to preview the book, looking at photographs, captions, and other text features. Explain to students that when readers summarize what they read it helps them remember information in the section or the book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Write these question words on the board. Have students work with a partner to read the section "*What and Where is Groundwater?*" (pages 5 and 6). Invite partners to share the *who*, *what*, *when*, *where*, and *why* of that section. Record this information on the board under the correct headings.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Author's point of view

- Explain to students that when an author writes about a topic they often express their attitude and opinion about the subject. This is called the *author's point of view*. The author's point of view is often expressed through his or her purpose for writing: to inform, to persuade, or to entertain the reader. Point out that, although an author's purpose when writing a nonfiction book is usually to inform, we can often infer how the author feels about the topic from the details included in the book.
- Explain to students that as they read the book they will be looking for details that reveal the author's point of view.

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 to 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. 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 groundwater. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *How can a globe fool most people?* (level 1) page 5
- *What is an aquifer and why is it important?* (level 1) page 6
- *What is one cause for conflict in some farming areas? How does this impact you and me?* (level 3) page 8
- *How can farmers work smarter and conserve water?* (level 2) pages 12-13
- *What uses the most water in your house? What uses the least? Why do you think that is?* (level 3) page 14

- *What are different ways we can conserve water in our everyday lives?* (level 2) multiple pages
- *Why did the author write this book about groundwater?* (level 3) multiple pages

Text Features: Table of contents

Explain that the table of contents is a list of the sections in a book. It can be used to find information quickly and is located at the front of the book. Have students turn to page 3 of the book. Ask students what they can expect to read about in this book. Have students work with a partner to predict what information each section might contain. Ask students: *How does the table of contents help you create a summary of the book? In which section might you learn about what groundwater is and why it's important? On what page does this section begin? Which section tells you more information about the future of groundwater?* Continue to ask students about information from the table of contents and on which pages they will find the information.

Skill Review

- Review how to summarize with students. Have students turn to page 9 and reread the section "Water Fights." Have students work with a partner to list the *who*, *what*, *where*, *when*, and *why* from the section. Then have students create a short oral summary using this information. Invite volunteers to share their summary with the class.
- Model how to complete the [summarize worksheet](#).
- Review with students that an author of a nonfiction book often expresses his or her point of view about a topic. Have students turn to page 15 and reread the page.
- Model identifying the author's point of view.
Think-aloud: *I know that an author includes details in his or her writing that reflect his or her beliefs or feelings about a topic. When I read, I look for details that the author includes to make a point about the topic. For example, on page 15, the author writes: "Still, we can be smarter about how we use this resource, both now and far into the future." This sentence tells me the author's point of view on current groundwater conservation efforts and what we should do in the future. I will look for other phrases and key words throughout the story that will tell me the author's point of view.*
- Have students work with a partner to reread different sections of the book and look for examples of the author's point of view about groundwater. Invite partners to share their findings with the class.

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: Summarize

Review the summarize worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose and how they used those details to create a summary for the book.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Groundwater is important because all living things on Earth need water to survive. Since most of Earth's water is saltwater and unusable, groundwater becomes even more important since it is freshwater and can be used for sustaining life.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics:

Comparative adjectives

- Review or explain that an *adjective* is a word that describes a noun or a pronoun. Tell students that when most adjectives compare two nouns, those adjectives end in *-er*. Adjectives that compare more than two nouns usually end in *-est*. Longer adjectives usually use *more* and *most* to compare, such as *more beautiful* or *most beautiful*.
- Write the following sentence on the board: *Taking shorter showers can help save water.* Have students work together to determine which word is the comparative adjective and what two nouns it is comparing. Repeat with the sentence *Wildfires spread the fastest when there is a drought.*
- **Check for understanding:** Ask students to work with a partner to reread the book and circle six comparative adjectives. Then have students share the adjectives they found and which nouns those adjectives are comparing.
- **Independent practice:** Introduce, explain, and have students complete the **comparative adjectives worksheet**. If time allows, discuss their answers.

Word Work: Homophones

- Have students turn to page 8 and reread the sentence: *In Northern California, for example, winemakers grow acres of grapes, which require large amounts of water.* Write the word *which* on the board. Ask students to suggest a definition for the word *which*.
- Write the word *witch* on the board. Ask students how this word is different than the word *which* (*it is spelled differently and has a different meaning*). Explain that two words that sound the same but are spelled differently and have different meanings are called *homophones*. Invite volunteers to use each word in a complete sentence.
- Write the word *to* on the board and invite a volunteer to use it in a complete sentence. Then have student turn to a partner and think of a homophone for the word *to* (*too, two*). Have students share their findings and use the new words in a complete sentence.
- **Check for understanding:** Have students work in pairs to reread the book. Invite them to create a list of words that have accompanying homophones. Invite partners to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, discuss their answers.

Connections

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