

### About the Book

Text Type: Nonfiction/Informational    Page Count: 16    Word Count: 1,371

#### Book Summary

How much do you value water? Some of us take it for granted, while others prize water as a treasured resource. *What Is Water Worth?* teaches students about water's importance, the encroaching worldwide water crisis, and the three main threats to our water supply. The book ends with some thoughts on how to address the problem. Photographs, charts, and graphs support the information.

Book and lesson are also available for Levels T and Z.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize to understand text
- Determine author's purpose
- Identify and use possessive nouns
- Discriminate and use number words

#### Materials

Green text indicates resources are available on the website.

- Book—*What Is Water Worth?* (copy for each student)
- Chalkboard or dry-erase board
- Glass of water
- A fable, an advertisement, and an excerpt from a nonfiction book
- Sheets of paper
- Images cut out of an extra copy of the book
- [Author's purpose, possessive nouns, number words worksheets](#)
- [Discussion cards](#)



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

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:  
 Story critical: *climate change* (n.), *conserve* (v.), *freshwater* (n.), *pollution* (n.), *population* (n.), *resource* (n.)  
 Enrichment: *carbon dioxide* (n.), *crisis* (n.), *evaporation* (n.), *fossil fuels* (n.), *precipitation* (n.), *rationing* (v.)

### Before Reading

#### Build Background

- Place a glass of water in front of the class. Take a sip and describe the drink. Have students identify the liquid in the glass on the basis of the clues you give. Have them quickly write for a minute everything they know about water—any words or sentences they can think of on the topic but keep writing the entire time.

- Write the word *Water* on the board. Invite volunteers to share details from their writing with the rest of the class, and record key words on the board.
- Ask students to share with a partner how their life would be different if they had to work hard to obtain water every day.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. 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**

- Remind students that effective readers often stop while reading to summarize the information they have read to that point. Discuss with students how summarizing the text will help them understand and remember what they read.
- Review with students that a summary includes the main idea and the most important supporting details. Point out summaries often answer the questions *who*, *what*, *when*, *where*, and *why*.
- Read page 4 aloud and model how to summarize.  
**Think-aloud:** *When I summarize, I think about whether I found any main ideas or important details, and then I retell the information in my own words. To summarize the first page of the book, I would write the following: Water appears to be all around us. We find it in lakes, rivers, and faucets. We drink it from bottles and fountains. If we collected all the water in the world, we would fill a glass as wide as the United States and 145 kilometers tall. However, this is still not enough for everyone to have enough to drink.*
- Write your summary on the board as you share it in the think-aloud. Have students discuss with a partner whether they noticed a main idea and details in the summary. Invite volunteers to come to the board and circle the main idea and underline supporting details.
- Have students discuss with a partner how your summary is different from the text in the book. Invite volunteers to share their comparisons with the rest of the class. Point out that the summary is told in your own words. Remind students that each summary will be different because the students will create summaries in their own words.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Author's purpose**

- Review with students that when an author writes a book, he or she has a purpose for that book. Write the following terms on the board: *inform*, *entertain*, *persuade*. Ask students to discuss with a partner what they already know about the meaning of each word.
- Discuss with students their prior knowledge of the three concepts. Remind students that to *inform* means to give the reader information on a subject, to *entertain* means to amuse the reader, and to *persuade* means to convince the reader to feel or act in a certain way.
- Point out an author may write for one purpose, or a combination of two or more.
- Read a fable, such as *The Lion and the Mouse*, aloud. Model how to determine an author's purpose with the fable.  
**Think-aloud:** *Why did Aesop write The Lion and the Mouse? I can determine his purpose by looking at the intended effect of the story. On one hand, the fable is entertaining. Reading about a small mouse saving a mighty lion is the kind of underdog story that we love to hear. On the other hand, Aesop used the fable to explicitly teach a moral lesson: no creature is too small to help another. The author wanted to convince the reader to think and believe that even the smallest creature can help others. Therefore, the author had a second purpose, to persuade the reader to feel and act in a certain way. Some stories may have more than one purpose, but all stories have at least one purpose.*

- Read an advertisement from the media and an excerpt from a nonfiction book to students. Have students work with a partner to discuss the author's purpose for each selection. Invite students to share their opinion on the author's purpose for each sample, and have other students give a thumbs-up signal if they agree. Discuss with students the reasoning behind their choices.

### Introduce the Vocabulary

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson. Have students discuss with a partner what they already know about each word. Invite volunteers to share a definition with the rest of the class.
- Place images cut out from an extra copy of the book on the board. Use the photograph on page 12 to represent the term *climate change*, the photograph on page 14 to represent *conserve*, the photograph on page 13 to represent *freshwater*, the graph from page 8 to represent *pollution*, the graph from page 10 to represent *population*, and the graph from page 5 to represent *resource*. (The Level T version of the book has bigger photographs and graphs you may want to use.) Explain to students that you chose each picture to visually illustrate one of the vocabulary words. Have students work with their partner to match each picture to a word. Ask students to provide reasons for their choices. Invite volunteers to share their matches with the class, and guide them in making a new choice if their reasoning reveals a misunderstanding of the meaning of the word. Reveal to students your choice of picture for each word, and explain how the photographs or graphs illustrate the meaning of the word.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud. Have students share with a partner how the photographs and graphs associated with the words add to the written meaning of the word.

### Set the Purpose


- Have students read to find out more about the importance of water. Remind students to summarize while they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread
- Model summarizing.  
**Think-aloud:** *As I read, I paused at the end of each section to summarize it. I looked for main ideas and important details. I know that often authors write the main idea of the section in the first paragraph. For example, in the section titled "A Drop in the Bucket," the main idea was the first two sentences of the section, and the remaining sentences provided supporting details. I put the information I read in my own words to create a summary: Water is becoming even more important than gold because the planet does not have enough usable water for everyone. Most of Earth's water is salt water, which we can't drink. Of the freshwater, the majority of it is frozen in glaciers or underground in rock aquifers. Some countries have more freshwater than others, but only rich countries can get to hard-to-reach water areas. Poor countries don't always have the money to dig wells or build dams to access their water. Humans use only 1 percent of Earth's freshwater, and that water is threatened by pollution, population, and climate change. How would you summarize this section?*
- Record the main idea of the section on the board. Have students choose one detail from the section and call on random students to share theirs. Record details on the board. Have students discuss with a partner how to organize the details so the summary makes sense.

- Ask students to create an oral summary for the section “A Drop in the Bucket.” Have students share their summary with a partner. Invite volunteers to share their summary with the rest of the class.
- Discuss with students how some of the summaries compare. Remind students that summaries should always be in their own words.
- Encourage students to stop at the end of each section and summarize what they have read. Have students work with a partner to begin the summary for the next section, “Pollution’s Impact.”
- Create a three-column chart on the board, and at the top of the columns write the labels *inform*, *entertain*, and *persuade*. Review with students the meaning of each term.
- Remind students of details they discussed while summarizing this part of the book. Invite students to describe a detail to the rest of the class, and have the other students point to the purpose that best classifies that detail. (For example, the book *informs* with details about salt water, freshwater being stored in glaciers and underground, humans only using 1 percent of the world’s freshwater, and so on).
- Record the details in the appropriate column. Explain to students that while authors may have more than one purpose for writing, they generally will have a main purpose. Explain to students that they won’t know this information until they have read all of the details in the book. Encourage students to analyze details as they read in order to determine the author’s purpose for the book.
- **Check for understanding:** Have students read pages 8 through 11. Have students work with a partner to write a summary of everything they have read to that point. Encourage them to focus on summarizing one section at a time.
- Review with students the new information they read. Discuss with them how these details support one or more of the three purposes for writing a book. Record the details in the appropriate column.
- Have students discuss with a partner their opinion on the author’s purpose for writing this book. Remind them that they need to read the entire book to discover all of the author’s purposes for writing, and to determine a main purpose for the book.
- Have students read the remainder of the book. Remind them to stop and summarize in their mind what they have read so far. Ask them to evaluate details to determine what purpose the author had for writing this book.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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:** *By the end of the book, I had summarized five sections and only had one more section left. First I thought about the main idea for “Solving the Problem”: each person can work to save water, individually and in groups. I knew I would start my summary with that sentence. Then, I thought about the important details that I needed to include. Using that information, I created the following summary: Each person can work to save water, individually and in groups. People can take many small actions to save water. States can work together to conserve water, just as California did when it asked people to use 20 percent less water. Countries can try to solve the problem, too. Saudi Arabia is working on converting salt water to freshwater, but the process is expensive. Singapore gets one-third of its water by cleaning wastewater. Agriculture uses about 70 percent of the world’s water, but some farmers are now trying to be more efficient. Solving the water problem is hard, but everyone can work to conserve our resource, for people now and in the future.*

- Have students discuss with a partner the main idea of each section, and invite volunteers to come and record the main ideas on the board. Call on students to share a detail that supports one of those main ideas. Record details on the board beneath the appropriate main idea.
- Have students work in groups to discuss and summarize the entire book. Ask groups to write a summary of the book, with each student in the group taking a different section of the book to summarize. Have groups present their summary to the class.
- Have students share with a partner how summarizing helped them to understand and remember what they read.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss the remaining details from the book, and record them in the chart on the board. Review the chart, and point out that the column with the most details shows where the author is putting the most emphasis. Discuss with students whether the author's main purpose is to persuade or inform. Point out that the author spent more time informing the reader about the topic, but the informative details all illustrate the great need to work to conserve water; therefore, they lead to the purpose of persuading.
- Reinforce with students that both the purpose of informing and the purpose of persuading have strong support, and a reader could choose either one as the main purpose of the book. Ask students to discuss with a partner their thoughts on the author's main purpose for this book, and challenge them to be able to support their choice with evidence from the book. Invite volunteers to share their choice and justification with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers aloud.
- **Enduring understanding:** We may have plenty of water in this country, but many other places around the world are suffering because of clean water shortages. What are the problems facing our water supply? What can you do to help?

### Build Skills

#### Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *Solving the planet's water problem is hard.* Have students read the sentence aloud. Ask students to identify whose water problem the sentence is referring to (the planet's). Invite a volunteer to come to the board and underline the word *planet's*. Explain to students that the word *planet's* shows that the water problem belongs to the planet.
- Circle the 's at the end of the word *planet's*. Explain to students that *possessive nouns* are words that *show possession or ownership*. Remind students that a noun is a person, place, or thing. Point out that only nouns can own other objects. Explain that possessive nouns typically end in an 's.
- Direct students to page 14, and have them point to the two possessive nouns. Ask students to call out the possessive nouns (*person's*, *California's*). Write the words on the board, and have students discuss with a partner what belongs to the possessive noun in each sentence. Call on students to identify what belongs to the person and what belongs to California (*efforts*, *driest year*). Explain to students that the object that belongs to the noun comes directly after the possessive noun.
- Point out that proper nouns, such as *California*, can also be possessive nouns. Explain to students that they follow the same rule and add an 's to the end of the proper noun to create the possessive.
- Write the word *chair* on the board. In front of *chair*, write a list of nouns such as *girl*, *boy*, *mom*, *dad*, *Jane*, *Max*, and so on. Have students work with a partner to take two nouns and create a sentence using a possessive noun. Invite volunteers to share their sentence with the class, and discuss with students whether the sentence accurately uses a possessive noun. Choose one accurate sentence and record it on the board.



- Ask students to discuss how the sentence would change if they changed the owner of the object. Emphasize that this would change the possessive noun in the sentence because the possessive noun is the one that has ownership over the other noun. Have students practice changing the sentence with a partner by using different possessive nouns. Invite volunteers to share a sentence with the rest of the class.
- Repeat the process, this time having students change the noun that is the object.
- Remind students that some contractions also add an 's to the end of the word, but do not show possession. For example, the word *it's* is a contraction for *it is* and does not show ownership. Encourage students to keep in mind the context of the sentence when determining whether a word is a possessive noun or a contraction.
- **Check for understanding:** Have students work with a partner to create five sentences that use possessive nouns. Call on students to share a sentence with the rest of the class, and have other students give a thumbs-up signal if the sentence accurately uses a possessive noun. Record several sentences on the board. Invite volunteers to come to the board and circle the possessive noun or underline the object of the possessive noun.
- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers.

### Word Work: Number words

- Have students reread the first paragraph on page 9. Ask them to count the amount of numbers in that paragraph (*five*). Remind students that they will often encounter different symbols, numbers, and abbreviations in text while they read. Explain to students that effective readers read these parts of the text as fluently as they read the words.
- Write the numbers from the first paragraph on the board: *2011, October 30, 7 billionth, 40, and 9 billion*. Have students read the numbers aloud.
- Explain to students that numbers are expressed in a variety of ways. Point to *40* and have students read the numeral. Remind students that this number is a cardinal number used to describe an amount. Cardinal numbers can be written in word form or as numerals. Review word form and numeral form with students. Point out that when describing money, authors always write the number as a numeral.
- Remind students that dates are read differently from other numbers. Point to *October 30* and have students read it aloud. Remind students that when reading the number of the day, they read it as an ordinal number. In this case, they read the day as *October thirtieth*, not *October thirty*. Review ordinal numbers. Explain to students that *billionth* (*7 billionth*) is also an ordinal number. Point out that ordinal numbers are usually written in word form, except when used in dates.
- Have students discuss with a partner why the word *billion* (*9 billion*) is written in word form and not as a numeral. Have students trace the number *1 billion* on their desk with a finger. Point out that the numeral form is much longer than the word form, and explain to students that very large numbers are typically written in word form.
- Ask students to find and point to a decimal on page 9 (*2.5, 1.1, 3.6*). Remind students that when reading numbers with decimals, they call the decimal a *point*. For example, they read *1.1* as *one point one*. Write a few decimals on the board and have students practice reading them with a partner.
- Point out to students that they need to use the context of the sentence to determine how to read numbers in a text. Write all the numbers from page 10 on the board. Have students discuss with a partner how to read these numbers, and then invite volunteers to come to the board and write the number word beside each numeral and the numeral beside each number word.
- **Check for understanding:** Have students locate all the numbers in the book. Ask them to circle the numerals and underline the number words. Have students practice reading the numbers with a partner. Call on random students to read a number from the book and share the page they found it on. Write the numbers shared on the board, and have students work with a partner to write the equivalent word forms of the numbers on a separate sheet of paper.

- **Independent practice:** Introduce, explain, and have students complete the [number words worksheet](#). If time allows, discuss answers aloud after they are finished.

### 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 students demonstrate how a reader summarizes to someone at home.

### Extend the Reading

#### Informational Writing and Art Connection

Discuss with students other serious global issues similar to the water supply problem. For example, focus on problems like poverty, hunger, overpopulation, and so on. Generate a list of social issues and record it on the board. Have students choose a topic for research. Guide students in research techniques in the library and on the Internet, and have them study their subject. Provide a graphic organizer for notes. Discuss with students each issue and what people can do to help make the problem better. Have students write a five-paragraph report on their social issue. Remind them to include paragraphs that will persuade the reader to take appropriate action to help alleviate the problem. Point out that their reports should both inform and persuade the reader. Have students draw illustrations or collect photographs to illustrate the main points of their report. Ask students to present their information to another class.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

#### Science Connection

Pour water into a large glass bowl with a small opening until the bowl is about a quarter full. Have students observe the water and record observations in a science journal. Place the bowl in a sunny location and have students check it every day to observe and record what they see. Encourage students to use words and illustrations. Meanwhile, introduce students to the water cycle. Show students a graph or poster that visually represents the water cycle. Discuss the meaning of key words such as *evaporation*, *condensation*, and *sublimation*. Read a book that discusses the water cycle in an appealing fashion. Have students work in groups to draw a poster that demonstrates the water cycle and present it to the class. After several days have elapsed, have students make final observations on the glass bowl, and discuss with students how the water in the bowl went through the stages of the water cycle. Have students record in their science journals how the glass bowl revealed the different stages 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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

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

- consistently use the strategy of summarizing to comprehend the text during discussion
- accurately determine the author's purpose during discussion and on a worksheet
- correctly use possessive nouns during discussion and on a worksheet
- accurately use number words in context during discussion and on a worksheet

**Comprehension Checks**

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