



Summary

This book discusses how the water cycle works and the consequences of lack of precipitation, wasting water, and pollution.

Guided Reading Level	Lexile Level	100th word	Total Word Count
U	825	pump pg.6	786

Standards:

Common Core Language Arts

- Quote accurately from a text when explaining what the text says explicitly
- Draw two or more main ideas of a text and explain how they are supported
- Explain how an author uses reasons and evidence to support particular points

Science

- Knows that water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use a variety of details to support main ideas Order a sequence of steps in a process	Determining main idea and important supporting details Summarize information Visualizing	Locating known and unknown words Self-monitoring and self-correcting Reading text features	acid rain agriculture condensation conserve evaporates irrigation matter molecules precipitation recreation reservoirs sewage water cycle water vapor

Lesson

1. Warm up for reading – Students read familiar books independently.
2. Introduction of **The Wonderful Water Cycle** - Introduce **The Wonderful Water Cycle** by looking at the cover photo and starting a discussion about what students know about the importance of water and the water cycle.
Suggested questions to facilitate introductory conversation:
 - Look at the illustration on the cover and the title of the book. What do you think this book is going to be about?
 - What does water have to do with clouds or fog?
 - What do you already know about the water cycle?
 - What questions do you have before we start reading?
3. Skimming and Scanning **The Wonderful Water Cycle** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - Look at the glossary. Are there words in the glossary that are unfamiliar to you? Which ones?
 - Look at the Table of Contents. What do you think we'll read about in the chapter, Wasting and Pollution?
 - Take a minute and look at the pictures. Can you explain what is happening in any of them?
 - Point out captions and any other text features. Ask students how these might support their learning.
4. Reading **The Wonderful Water Cycle** – Students read independently or with a partner.

5. After reading **The Wonderful Water Cycle** – Open the conversation with a question that relates to the comprehension strategy of visualizing and summarizing information. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- Why do you think the author wrote this book?
- Water covers three-quarters of the Earth. Where do you picture there being no water?
- Explain why water is never "new" water.
- Where else have you seen condensation, besides on a drinking glass? Summarize what condensation is.
- Summarize the process of sewage treatment.
- What are some things you may see if you visited an area affected by a drought?
- What are some ways we can conserve water?

Suggested after reading lesson focus prompts:

- I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- What text features helped you? Tell us about it.
- Were you aware when you did not understand a piece of the text?
- How did self-monitoring help you? Did you find yourself having to reread parts of the text to gain more understanding?
- What specific parts did you find hard to understand?

6. After Reading Application for **The Wonderful Water Cycle** – Have students complete the reproducible on The Water Cycle.



Name: _____ Date: _____

The Wonderful Water Cycle

Directions: Draw and label a diagram explaining the water cycle.

