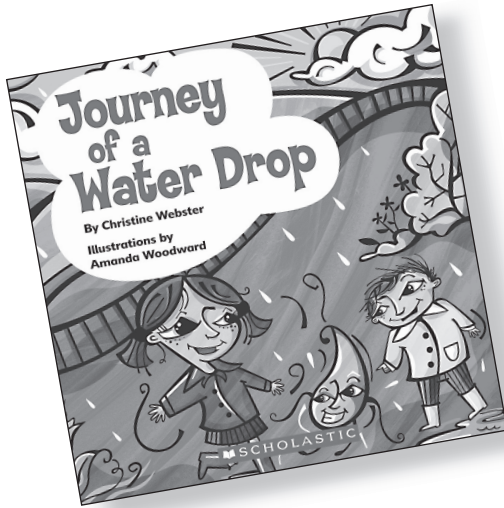


# Journey of a Water Drop



*Written by Christine Webster*

*Illustrated by Amanda Woodward*

**Text Type:** Info-fiction: Explanation — Account

**Guided Reading Level:** N

**Summary:** This book describes the water cycle as a water drop is followed on its journey from the sky to earth and back up to the sky. Groundwater, water vapour, and the formation of clouds are all clearly explained and illustrated. The terms *precipitation*, *evaporation*, and *condensation* are introduced.

## Text Features

- ▶ headings

## Visual Literacy

- ▶ inset illustrations
- ▶ information boxes
- ▶ italicized words
- ▶ labelled diagram

## Text Supports

- ▶ illustrations are highly supportive of the text

## Possible Text Challenges

- ▶ exclamation marks
- ▶ dash
- ▶ compound words
- ▶ some difficult vocabulary and multi-syllabic words

## First Session (pages 2-7)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ predicting

#### Working with Words

- ▶ identifying compound words
- ▶ using chunking, word parts, rereading, and reading ahead to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ predict the journey of a water drop
- ▶ analyze information that is readily available in the text
- ▶ use multiple word-solving strategies

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Share a story with your students about a fun experience you have had with water. Point out that while water can be fun, it is also very important to us. Have students share with a partner a fun water experience they have had.

Hand out copies of the book. Ask students to look at the front cover. Say, *This book is called Journey of a Water Drop. It was written by Christine Webster and the illustrations were drawn by Amanda Woodward.* Discuss what students know about ways we use water and its importance to us. Jot down facts about water using a black marker or pen on a web titled “Water.” Later, another colour can be used to record any new information students learn as they read the text.

### Text features/visual literacy

#### **Overcoming Text Challenges**

Have students turn to page 2. Read the section heading and say, *This book has a heading on every page to give the reader a clue about what the section is about.* Model your thinking by saying, *After reading this heading, I think I know that water comes down as rain and eventually goes back up to the sky.*

Draw students’ attention to the information box at the bottom of the page and say, *As you read this book, you will see an information box like this on each page. These boxes will give us the information.* Direct students’ attention to the heading in the information box, read it together, and then ask, *Why do you think the author used an exclamation mark?*

Point out the way the illustrator has placed the page numbers (inside a water drop).

**ESL Note:** Read the first sentence and point out the quotation marks. Review the purpose of quotation marks and speech tags with students.

### Word solving and building

Have students look for a word on page 2 that is unfamiliar to them. Discuss strategies they can use to solve a word, such as *survive*. Ask, *What do you know about this word? Do you recognize a smaller word in it? Can you chunk the word? Can you blend the chunks? (sur-vive)*

### Visual literacy

Point out the italicized word on page 4. Have a volunteer read it and then ask, *Why is this word in italic?*

### Predicting/infering

Invite students to read the text on the back cover along with you. Ask, *What does the word journey mean? What journey do you think the author is referring to?* Discuss with students that this book is an info-fiction text. Ask, *What do you think we might learn about water from this book?*

### Analyzing

#### **Setting a Purpose**

Tell students they are going to read to the end of page 7. Say, *Read the book to find out what happens to the water drop.*



## DURING READING

Tell students to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation cues, and comprehensions strategies. Offer prompts to help students problem-solve as they read. For example, say, *How does water reach an underground stream?*

If some students finish before others have completed the reading, ask them to share with a partner any new information they have learned.



## AFTER READING

### Analyzing

When all students have finished reading the text to page 7, refer to the web to add new information. Add these to the web using a different colour of pen or marker. If necessary, prompt students by posing such questions as, *What do we call water that soaks into the ground? What happens to water that cannot easily soak into the ground? What other form can water take when it falls from the sky? Where might water go that does not soak into the ground? Where did we get our information about snow and water going into a stream, river, or lake, if it doesn't soak into the ground?*

Revisit specific pages of the text where new information has been located. Refer students to the illustrations as you discuss each point and note the labels. Use the illustrations to explain any information that is not clear to students.

**Teaching Tip:** Clarify the information in the text by drawing a simple diagram on the board or chart paper. The diagram should show the path of the water drop as it goes into the ground to become ground water or joins into a stream, river, or lake. Labels can be included and the diagram added to after the rest of the book has been read.

### Word solving and building

Point out positive reading strategies you observed during the reading. For example, say, *I noticed that Jason had difficulty with the compound word underground. He framed the two smaller words and then blended them together. He then reread the sentence to confirm that the word made sense.*

### Inferring/predicting

Ask students to turn to pages 6 and 7. Have them refer to both the text and illustration to discuss where the water drop is now. Then ask, *Where do you think the water drop will go now? Are any clues given?*

# Second Session (pages 8-16)

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ synthesizing

### Working with Words

- ▶ using context cues and illustrations to read unfamiliar words
- ▶ using chunking, blending, rereading, reading ahead, and cross-checking to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ synthesize: summarize main ideas
- ▶ use multiple word-solving strategies

## Oral Language Opportunities

- ▶ discussing with a group
- ▶ think-pair-share
- ▶ retelling



## BEFORE READING

### Synthesizing/predicting

#### Activating and Building Prior Knowledge

Ask students to summarize what they have learned already about the journey of a water drop. If necessary, prompt by saying, *Water falls to the ground during a rain shower. What happens to those drops? Where does the water drop go next?* Have students do a think-pair-share. Then create a list of students' predictions.

**ESL Note:** Some students may need more support summarizing.

Introduce sequence words, such as *then*, *next*, and *after*, and prompt students with other questions, such as, *After the water drop sinks into the groundwater, where does it go next? (into a small stream) What happens then?*

### Visual literacy/ word solving and building

#### Overcoming Text Challenges

Say, *Turn to page 9 and read the first sentence. What is the purpose of the dash?* Discuss its meaning with students.

### Text features

Preview pages 8–16, noting the headings, illustrations, and labels on each page. Model for students what you can learn from each feature by making a statement. For example, *In the illustration on page 11, I can learn that water vapour occurs when water boils and steam appears from a kettle.* Ask students to describe what they can learn from each feature on pages 8–16.

### Word solving and building

Using magnetic letters or letter cards, write *evaporation*. Break the word into syllables and show students how they can blend the chunks to solve this bigger word (*e-vap-o-ra-tion*). Demonstrate the meaning of *evaporation* on the board by wetting a section and then letting the wet section evaporate.

### Predicting

#### Setting a Purpose

Say, *Now I want you to read to the end of the book to find out where the water drop travels.*



## DURING READING

Observe and listen to students as they read to the end of the book. Assist as needed with word-solving strategies, vocabulary, punctuation cues, and comprehension strategies. Possible prompts might include: *Where does the water drop travel after joining the river? What happens when many tiny water droplets join together?*

Note students' successful use of reading strategies and any difficulties they encounter.

If some students finish before others have completed the reading, ask them to go back and reread, then share with a partner the various parts of a water drop's journey.



## AFTER READING

### Predicting/synthesizing

Discuss what happened in the story. Have students refer to the water cycle on page 16 and discuss with students the terms *precipitation*, *condensation*, and *evaporation*. Add these terms and any other new information students have learned on the water web made in the first session.

### Word solving and building

Revisit the words *invisible*, *vapour*, *liquid*, *freezes*, *process*, *solid*, and *hail*. Ask students to explain the strategies they used to work out these and any other challenging words.

Point out positive reading strategies you saw students use during the lesson by saying, for example, *I noticed when Bart came to words with “-ing” endings in the story, he looked for the part of the word he knew and then added on the “-ing” sound for the ending.*

### Synthesizing

Have students retell the journey of a water drop or explain the water cycle to a partner. It may be necessary to have them turn to the illustration on page 16 to guide their responses. Note those students who use vocabulary from the text, especially the specialized terms (e.g., *precipitation*, *condensation*, *evaporation*).

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

### *The Water Cycle*

### Analyzing

Have students cut out the labels on the “Water Cycle” BLM and glue them in the correct locations on the page. Have students write a sentence explaining each term. Remind students that they can refer to both the water web and the text. Completed pages can be shared with a partner.

### ***Journey of Wally the Water Drop***

Have students write a story about Wally the Water Drop and his adventures during his travels along the water cycle.

#### **Synthesizing**

#### ***Create a Web***

Provide students with a copy of the “Water Drop Web” BLM to create their own web of a water drop. Encourage students to use the information from the text or word web created earlier in the lesson. When webs have been completed, ask students to write a summary of them on the reverse of the BLM. Students can share their completed webs or take them home to share with family members.

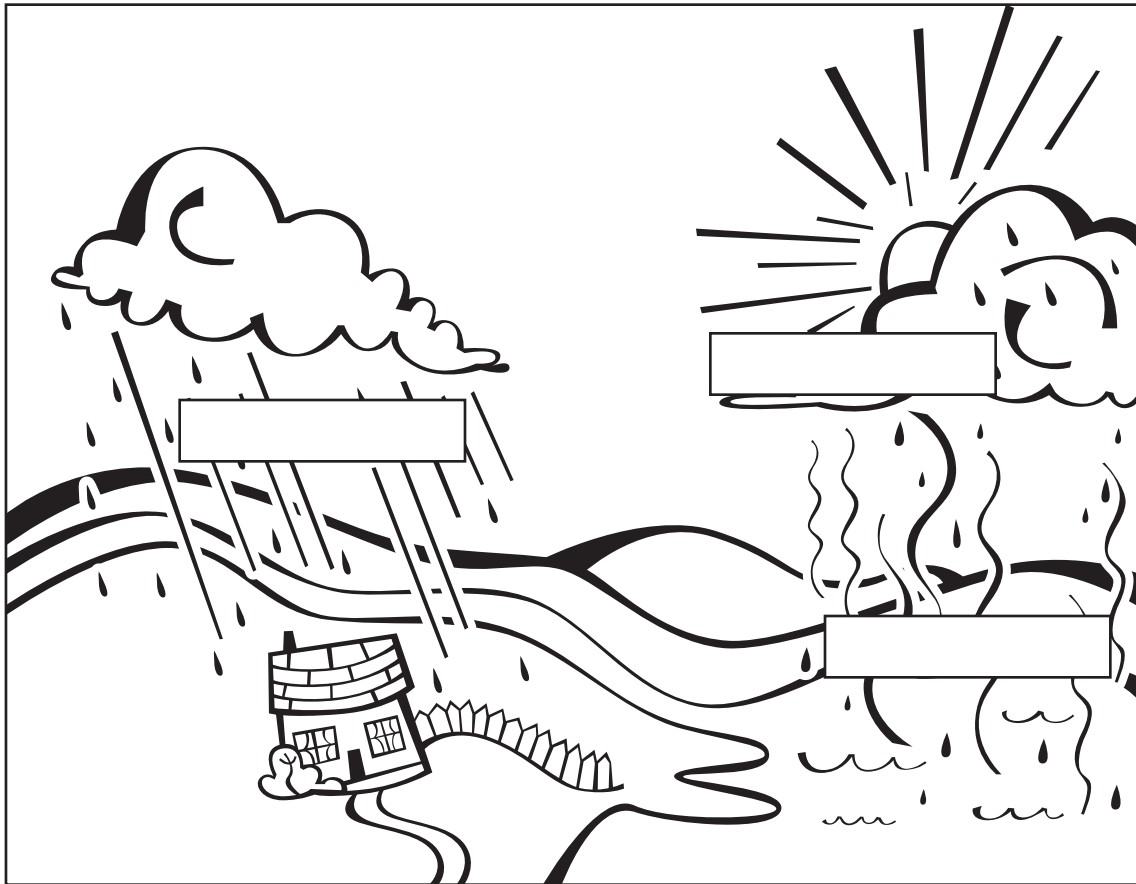
#### **Word solving and building**

#### ***Compound Words***

This story has many compound words: *underground, groundwater, nowhere, sometimes, fast-moving, countryside*. Students can build, take apart, and rebuild the words using magnetic, plastic, or card letters.

# The Water Cycle

Name: \_\_\_\_\_



**Evaporation**

**Precipitation**

**Condensation**

**Precipitation is**

**Evaporation is**

**Condensation is**

# Water Drop Web

Name: \_\_\_\_\_

