



**Note:** You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

### TEXT FEATURES

- index
- text and fact boxes
- headings/subheadings
- instructional text on filtering water
- top 10 water facts page

### VISUAL LITERACY

- table of contents
- illustrated diagram
- table
- bolded fonts and glossary

### TEXT SUPPORTS

- photographs
- glossary
- bulleted lists
- self-contained page layouts

### POSSIBLE TEXT CHALLENGES

- diagram of water cycle
- some content related to industry and agriculture might be unfamiliar
- amount of information contained in some chapters
- subject-specific vocabulary, e.g., 'industrialized,' 'catchment,' 'Infiltration'

# WATER

**TEXT TYPE:** Non-fiction: Description—Report  
**GUIDED READING LEVEL:** U/V

**SUMMARY:** Water is one of the most important resources on Earth; human life depends on it. Yet there is only a limited amount of usable water on the planet. The many uses of water, how it moves around the environment, and what can be done to preserve and protect it are detailed in this book.

### FOCUS COMPREHENSION STRATEGY

- making connections: text to self, text to text, text to world

### FURTHER COMPREHENSION STRATEGIES

- analyzing
- self-monitoring

### ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a group
- top 10 water facts countdown (option 3 in Focused Rereading)

### WORKING WITH WORDS

- language predictability: using context to work out word meanings

### ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make connections to what they already know about water
- compare information from two or more sources
- word-solve using knowledge or root words, word parts, prefixes, and suffixes
- locate information in text features such as text and fact boxes

### ASSESSMENT TOOLS

Select from the following:

- Making Connections Strategy Checklist
- Comprehension Strategies Anecdotal Record

# First Session (pages 4–9)

## BEFORE READING

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### Analyzing

#### **Activate and build prior knowledge**

- Create a ‘Skim and Jot’ chart on a piece of chart paper or whiteboard. Under the heading ‘Skim’ write: front cover, back cover, table of contents, glossary, and diagram/pictures. Distribute the books to students and ask them to independently preview the book, focusing on the areas listed on the chart. As a group, complete the ‘Jot’ section of the chart with information students discovered about these different features of the book.

### Text and Visual Literacy Features

#### **Introduce supports and challenges**

- Ask students to view pages 4 to 9. Ask, *What do you notice about the layout of the pages?* Help students identify the layout; each two-page spread contains a first page, with the main text and information, and a second page, containing photographs, text boxes (some also contain ‘Did You Know?’ fact boxes and captions), a diagram, or table.

### Making Connections: Text to Text and Text to Self

#### **Set a purpose for reading**

- On a blank sheet of paper ask students to draw a T-chart with the title ‘Water’ and the following headings: ‘What I already know’ and ‘Something I have learned from reading.’ Ask them to complete the ‘What I already know’ section independently and in bulleted, note form. After giving students the opportunity to list what they know about water, provide them with the opportunity to share the information with the group. Where did they learn the information they shared? Encourage students to make connections to the sources of knowledge and their previous experiences of learning.

**ESL NOTE:** ESL students might want to use the following for the chart’s second column heading: ‘Some words that I have learned from reading.’ Instead of listing facts they list a few new words. They can use the word in a sentence or draw a picture of it.

#### **Provide for early finishers**

- If time still remains after they have recorded one new thing they have learned, ask these students to record additional information they have learned in bulleted, note form.

## DURING READING

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#### **Monitor reading**

- Listen to individual students read aloud to you as the others read independently. Students should be making connections with the text and be able to provide you with examples of such.

**TEACHING TIP:**

Modelling your own connections may help students form theirs.

**Making Connections: Text to Text and Text to Self**

**Observe**

- Make observations on your assessment tools. (See the Making Connections Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

**AFTER READING**

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**Revisit the purpose for reading**

- Provide students with the opportunity to write one new thing they learned in the second column of their T-chart. Allow students to share the information they wrote. Ask, *Does the information in this session’s reading connect to any other information you already know about water?*

**Check on outstanding challenges**

- Are some students having difficulties with the diagram? Is the glossary helping them solve new words?

**Note successful strategy use**

- Provide students with the opportunity to share how they ‘viewed’ and ‘read’ the diagram of the water cycle. Congratulate students on developing appropriate strategies (sequencing the process by following the arrows, for example) to interpret the diagram.

**Optional Approach**

**Making Connections: Text to Text, Text to Self, and Text to World**

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

**Setting a Purpose**

Ask students to continue making connections using the T-chart, adding something they previously knew that was connected to the text’s content as well as one new thing they learned. Have them do this for each two-page spread.

**Second Session (pages 10–15)**

**Inferring and Visual Literacy Features**

**BEFORE READING**

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**Activate and build prior knowledge**

- Ask students to turn to page 15 and view the photographs without reading any of the text on this two-page spread. What kind of

## Language Predictability

## Making Connections: Text to Text, Text to Self, and Text to World

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responses do these images evoke in students? Ask students to guess what the text in this section of the book will discuss based on these images.

### **Introduce supports and challenges**

- Remind students some challenging words may not be found in the glossary. What strategies can they use to solve unfamiliar words and determine the meaning? Direct students to the word ‘Industry’ on page 10. Ask students to read the title, introduction, and first paragraph under the subheading ‘Vital for Industries.’ Remind students to use the context (surrounding words and sentences) and visuals (photographs).

### **Set a purpose for reading**

- Tell students they will be reading about how water is used in industry and agriculture. There is also a section called ‘Water Pollution.’ In the first column of their T-chart ask students to write down one or two things they already know about water pollution.

### **Provide for early finishers**

- Any students who finish early can write down one or two ways in which water is used that surprised them (e.g., were they surprised that fresh water is needed for equipment in factories, and so on?).

## **DURING READING**

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### **Monitor reading**

- Listen to individual students read to you. Provide feedback on areas that require support. For example, *I noticed you read the ‘Did You Know?’ section on page 11 quickly. Remember to carefully read, and even reread, the information contained in the text boxes. It contains information that may help you better understand how water can help produce power and electricity.*

### **Observe**

- Observe students as they use reading strategies and word-solving strategies. Are they using strategies that do not seem to be working for them? Invite them to think about this and change their methods of reading if it is needed.

## **AFTER READING**

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### **Revisit the purpose for reading**

- Ask students to complete the ‘Something I have learned from reading’ column of their T-chart to record two facts they have learned from this session’s reading. Model connection-making by offering your own previous knowledge, e.g., *When I looked at the picture of the wildlife*

on the beach that had died I thought about a news story I'd seen that covered an oil spill into the waters near Alaska. That was a very serious environmental disaster and it made me think about how important an issue water pollution is.

### **Check on outstanding challenges**

- Ask, *Are there any questions you still have about how water is used in industry or agriculture?* Again, encourage students to reread text, use context to figure out word meanings, and make use of the glossary or dictionary if needed.

### **Note successful strategy use**

- Encourage students to share some of the challenges they had while reading and the strategies they used to help them through.

## **Third Session (pages 16–21)**

### **Making Connections: Text to Self and Text to World**

### **Text Features and Sequencing**

### **Making Connections: Text to Self**

## **BEFORE READING**

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### **Activate and build prior knowledge**

- Point out that clean water is something some of us don't think about a lot in our daily lives. But many people in the world are without clean water, which can lead to many health problems. Ask students to think about what goes into making sure water reaches their home clean and safe to use.

### **Introduce supports and challenges**

- Direct students' attention to the bullets and numbered steps on pages 20–21, which cover filtering your own water. Ask, *Why do you think the information is presented in this way?* Explain, *Bulleted lists are a quick and easy way to present a lot of material in a short and easy-to-identify way. And numbered steps and instructions, such as these on filtering water, are often a better way of relating instructions than using regular, paragraph-style text. Still, are these instructions easy to follow? Is there too much information? Not enough?*

### **Set a purpose for reading**

- As students read in this session, ask them to think of the importance of clean water and all the ways they use water in their daily life. Do they waste water? Can they think of ways to conserve water?

### **Provide for early finishers**

- Have those that finish early make bulleted lists of how they have used water in their day so far. Students can compare their lists with other early finishers.

**Making Connections:  
Text to Self**

## DURING READING

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### **Monitor reading**

- Provide appropriate feedback for any students requiring it. For example, say, *I noticed you were having some difficulty understanding the word ‘mains’ (page 16). Have you looked in the glossary for the word? Can you read on and see if there is anything else in the text which might help you with the word?*

### **Observe**

- Note any successful reading strategies you observed, e.g., students making a connection to the text or figuring out the meaning of a sentence using words they might know of from another subject or class.

## AFTER READING

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### **Revisit the purpose for reading**

- Ask students to share how they use water in their daily lives. How does their use of water compare to other classmates? Do they use too much water on a daily basis? As a Ranking Ladder activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) have groups of three or four students list some ways to conserve water. Have the groups rank their solutions from first to last and choose their favourite three. Add these solutions to a whiteboard where all groups’ ideas are recorded.

### **Check on outstanding challenges**

- Your observations will help you determine other challenges students experienced. Discuss and clarify any challenges students faced in this session.

### **Note successful strategy use**

- Explain a successful reading strategy you observe. For example, *I liked the way Jolene made a text to self connection when she read about repairing dripping taps. She said her mom changed the taps in their kitchen last week to help conserve water.*

## Fourth Session (pages 22–32)

**Making Connections:  
Text to World**

## BEFORE READING

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### **Activate and build prior knowledge**

- Using a map (wall map, atlas, or on-line), locate the Everglades in Florida. Say, *The Everglades is a large wetland in Florida. Does anyone know what a wetland is?* Allow for discussion. Tell students they will learn more about wetlands, their importance, and the Everglades.

## Text Features

## Making Connections: Text to Text, Text to Self, and Text to World

## Making Connections: Text to Text, Text to Self, and Text to World

### **Introduce supports and challenges**

- Ask students to turn to page 26 and identify the subheadings ‘Benefits’ and ‘Damage.’ How might the two subheadings help students understand the information in the text? Invite students to discuss how the subheadings help introduce the issues involving the positive and negative effects of dams.

### **Set a purpose for reading**

- Ask students to complete the T-chart by writing down two new facts they’ve learned about water after they complete the session’s reading. Afterwards they will compare what they’ve learned in this book with what they already knew about the topics and facts covered.

### **Provide for early finishers**

- Students finishing early can write a short paragraph on a good memory they have that involves water. They can begin with ‘When I think of water I think of...’

## **DURING READING**

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### **Monitor reading**

- Ask each student to read independently to the end of page 32, keeping the session’s purpose in mind. Listen to different students read, assisting them with word-solving strategies and comprehension.

### **Observe**

- Note any successful reading strategies you observe, e.g., students making connections and using the subheadings to aid in comprehension.

## **AFTER READING**

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### **Revisit the purpose for reading**

- Share and discuss the new facts students listed on their T-charts about water. Ask students, *What are some of the connections you have made with the text?* They can use the T-chart as a basis for the sharing of their ideas. Model an example. Say, *I knew wetlands were important ecosystems but I wasn’t aware they covered six percent of our planet’s land surface.*

### **Check on outstanding challenges**

- Do students understand what ‘hydroelectric’ or ‘1980 megawatts’ means (page 27)? Go over these words and, using strategies discussed in previous sessions, help students to deepen their comprehension of the text.



### **Note successful strategy use**

- Highlight a successful reading strategy you observed. For example, *Regan paid close attention to the subheadings. She made predictions about what she thought each section under the subheading would be about. This helped give her a head start in understanding each section.*

## **Optional After Reading**

### **Synthesizing and Making Connections: Text to Self**

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Have students look at pages 28–29. Imagine what their life would be like without access to clean, safe water. What might some of the consequences be? Students can search the text for some of the effects and offer their own thoughts on how their lives would be different.

### **Self-monitoring**

Have students identify a section of the text where they experienced some difficulty. How did they know they were having difficulty? What did they do to overcome the problem?

## **FOCUSED REREADING**

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Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

### **Written**

### **Synthesizing**

- Students write a longer report than they are accustomed to writing, on the impact of water pollution on our environment and those that depend on and inhabit affected ecosystems. Students can use this text as a starting point but can further research this issue using reference material, the Internet, and other sources. As this is a serious problem, encourage students to explore and write a report that looks at the complex issues involved.

### **Artistic**

### **Making Connections: Text to Text**

- Invite students to create a pamphlet showing the importance of protecting water. The pamphlet should contain pictures, facts about water, and tips on conserving water. Have students examine pamphlets that deal with environmental concerns to help them find a reference for their own creation.

### **Oral/dramatic**

### **Analyzing and Synthesizing**

- Ask students to list their top 10 water facts. Students can present the facts as a radio countdown, starting from 10.