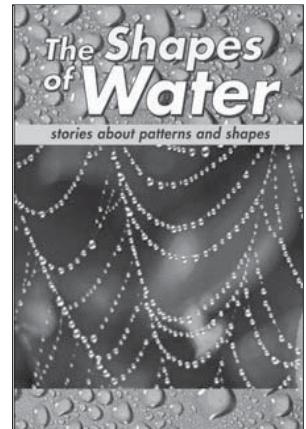


# The Shapes of Water



## Book Summary

This collection is on the theme of shapes and patterns in water, leaves, seeds, and fruit with examples of both expository and procedural texts.

## Features of the Book

- Five articles on a theme
- Contents page
- Procedural text in the activities
- Articles by the same author
- Bold type for keywords
- Simple science concepts
- Specialized vocabulary – *vein, droplet, pod, spine*

## Purpose

*The Shapes of Water* can be used to introduce and reinforce the following skills:

- S locating and explaining keywords;
- S distinguishing fact from opinion;
- S following procedural text;
- S using text as a model for students' own writing;
- S locating and researching new sources of information.

## The Guided Reading Lesson

- S Locating and explaining keywords
- S Distinguishing fact from opinion
- S Following procedural text

## Introducing the text

Write the word “water” on the board and ask the students to brainstorm where water is found and what we use it for. Look at the cover of the book together.

- *What do you think the title means? What shapes can you see on the cover? (droplets)*
- *What other shapes can water have?*

Look at the title page.

- *What do we call water that looks like this?*
- *What other shapes does water make when it gets really cold? (ice, snowflake, hailstone)*

List all the students' suggestions on the board. Explain that the first article in this collection is about the different shapes of water.

- *Can you find the name of the article on the contents page?*



## Reading and discussing the text

Ask the students to read the first three pages of the first article. Write the following purpose-setting question on the board:

- *How does the author show when she is talking about a different shape of water? (bold type)*

When everyone has finished reading, ask the students to respond to the question. Encourage them to locate the keywords in bold type and to explain how each shape of water is formed.

- *Which shapes of water have been described so far?*
- *Can you predict other shapes that might be mentioned next?*

When you feel that the students are confident about the first three pages, ask them to read to the end of the article independently. Ask them to consider how the author describes what she sees.

- *Is she always writing facts?*
- *Can you find an example of a fact?*

When the students have finished reading the article, discuss the author's use of both factual and descriptive language.

- *How does the author describe fog on page six? (spooky)*
- *Can you find any other words like this that the author uses? (still, peaceful, spectacular, wonderful)*

Look at the photographs and ask the students for alternative words that could be used to describe these images.

- *Are these words fact or opinion?*

Encourage all of the students to participate.

The students can now read the rest of the text independently.

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

### **S** Following procedural text

Discuss how procedural writing is set out on the page and the kinds of headings and devices that are often used, for example, "You will need ...," numbered steps, or illustrations alongside text to show the process. Set up the appropriate materials so that the students can try the activities in the book for themselves, following the steps together.

### **S** Using text as a model for students' own writing

 Ask the students to write a set of instructions using the examples of procedural text for the activities in the book as a model. Set a topic for the students, such as how to make breakfast in bed for Mom or how to set up and play a particular game. They can use the blackline master on page 76 to record the steps in the process. Discuss their work, checking that the steps in the procedure are clear and in the right order. Encourage constructive criticism and cooperative rewriting to arrive at a clearer text.

### **S** Locating and researching new sources of information

In "The Shapes of Water" and "The Shapes of Leaves," the author has given the reader a variety of facts about each topic, but there is room for more in-depth research at a number of levels. Ask the students to choose, from one of the articles, a statement that they would like to research further, for example, "During winter, the leaves on the ground rot away" or "Plants make their own food from water, air, and sunlight."

Encourage the students to use the class and school library and electronic media, such as CD-ROMs and the Internet. Ensure that each student is given the opportunity to present their finished work to the group at another session and to receive constructive criticism.