Nonfiction

# Water in the Weather

by Pat Quinn

## Summary

Water is in the weather in many ways. Snow, rain, and frost all look and feel very different from one another – but they are all water, which is a concept this book explores.

## Features of the Text

- Explanation
- Headings and subheadings
- Labeled diagrams
- Scales for measurement
- Information in photographs, diagrams, and fact boxes
- Glossary
- Specialized vocabulary

## Purpose

*Water in the Weather* can be used to introduce and reinforce the following skills:

- S asking questions to deepen understanding;
- S using the features of nonfiction texts to locate information;
- S identifying the main ideas in a nonfiction text;
- S recording information.

## The Guided Reading Lesson

- S Asking questions to deepen understanding
- S Using the features of nonfiction texts to locate information

### Introducing the text

Look at the cover of the book and discuss what's happening in the photograph. Discuss your students' knowledge of the weather and the part water plays in the weather.

Use a KWL chart (What I Know, What I Want to Know, What I Learned) to brainstorm their questions about water in the weather.

As you introduce, read, and discuss this text, note the nonfiction text features and check that the students understand the ways that the information is formatted. Spend extra time on the features your students need the most support with.
Page 2 – fact box and the use of percentages
Pages 3 and 6 – charts
Page 4 – water cycle diagram
Page 5 – glossary word in bold
Pages 9, 10, and 15 – magnifications
Pages 12 and 13 – scales

Using these features often involves making inferences. For example, to understand the water cycle diagram on page 4, the students need to make inferences about the parts of the diagram that represent the land and ocean. Make sure that the students are aware of the purpose of the diagram before expecting them to understand the use of the arrows and the key.

### Reading and discussing the text

Ask the students to read to the end of page 7.
– *How does water form into clouds?*
Go back to page 4 and discuss the water cycle diagram to confirm the students' explanations. Ask the students questions to confirm their understanding.
– *Which kinds of clouds usually warn us of rain?*
– *What other kinds of weather would you expect if you saw these clouds?*

Ask the students to read to the end of page 11, then discuss the different ways that water can freeze.

– *What can we add to our KWL chart?*
Use the KWL chart to confirm the students' prior knowledge, to record any new questions, and to add new information from their reading.

Discuss the two scales on pages 12 and 13.
– *How is the information about measuring snow presented?*

Review the kinds of information in the text boxes throughout the text.
– *Why is this information presented in boxes? Why has the author included them?*

## Following Up

The students can:
• compare a week's weather in their area with that of a different region or country • look at the symbols used on weather maps and design different ones • find picture books that are set in different climates and compare the effects these climates have on the settings • use the blackline master on page 33 to make observations about the changing states of water.