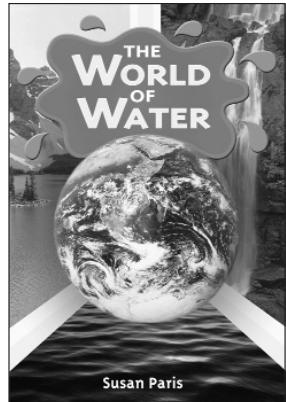


# The World of Water

by Susan Paris



## Book Summary

Water is one of the most important resources on Earth. This book explains where water comes from and how it gets to our homes. It also explores water pollution and the importance of water conservation.

## Features of the Book

- Explanation
- Map
- Flow diagrams
- Alliteration – *The World of Water, Digging Deeper, Follow the Flow*
- Specialized vocabulary – *reservoir, monsoon, glacier, filter, sewage, nutrients, evaporated*
- Comparisons

## Purpose

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

- S** making inferences by drawing conclusions;
- S** exploring synonyms;
- S** interpreting diagrams and using them as a source of information;
- S** writing persuasive text for a specific audience;
- S** understanding that water is an important natural resource.

## Investigation Tools

- Digging Deeper – Water for Life, page 6
- Step-by-step – The Water Cycle, page 12
- Making Connections – Getting Water, page 14
- Weighing Both Sides – Fluoride in Water, page 16
- Looking Closer – Getting Water to Your Home, page 18
- Digging Deeper – An Uneven Flow, pages 22–23
- What's the Background? – River Life, page 26

## The Guided Reading Lesson

- S** Making inferences by drawing conclusions
- S** Understanding that water is an important natural resource

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

## Introducing the text

Brainstorm the ways in which water is used in everyday life, for example, drinking, cooking, washing, and recreation. Write the students' ideas on the board, then ask them to read the introduction. Add any new ideas to the list on the board.

- *Why do we need water to survive?*
- *Why is water more important than food?*

## Reading and discussing the text

The students can now read to the end of page 8.

- If there were water on Mars, what would happen to it?
- How do you know?

Explain that when we read, we often draw conclusions about the information in the text. (The information on page 8 helps us to conclude that water on Mars would freeze.)

- If two-thirds of Earth's surface is covered in water, why do we need to conserve it?
- As you read the rest of chapter 1, think about where the water we drink comes from.

When the students have finished reading the first chapter, read aloud the last sentence of the main text on page 11.

- What does this sentence mean?
- What information in the text helps you to understand it?
- How does the information on page 12 help you to understand that the same water has been on Earth for millions of years?

Explain to the students that good readers often check what they read with what they already know to help them understand complex ideas:

- When I read the sentence on page 11, I thought about what I already knew about water, clouds, and rain to help make sense of the information. The diagram on page 12 helped me to understand that the water on Earth is recycled.

Ensure that the students understand the water cycle by asking the following questions:

- What does the sun do to water?
- What are clouds?
- Why is this process a cycle? (It has no beginning or end.)
- What further conclusions can you make about the water we use every day?

Write the following questions on the board and ask the students to think about them as they read the rest of the book. Pause for a discussion after the students have read each chapter.

- Do you have any new ideas about why we need to conserve water?
- How can you conserve water?

When the students have read the book, remind them that drawing conclusions and checking them against the text is a good way to deepen their understanding.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini lessons, or as independent activities.

### S Exploring synonyms

Explain to the students that a synonym is a word that has the same meaning as another word, for example, great/wonderful, big/large, cruel/unkind. The students can find the following words in the book and discuss possible synonyms for them: control (page 6), survive (page 11), unsafe (page 14), precious (pages 26 and 29), transport (page 26). As a check, they can replace each word with its synonym. Remind the students to check that they haven't changed the meaning of the sentence.

### S Interpreting diagrams and using them as a source of information

Together, read the caption and flow diagram on page 18. Discuss how water gets from the reservoir to our homes.

- Which is easier to understand – the text or the diagram? Why?
- How do they support each other?

Discuss the diagram and caption on page 20 in the same way.

- Could these two diagrams be linked? If so, how?

### S Writing persuasive text for a specific audience

Discuss the ways the students could persuade their classmates to conserve water, for example, using clear language, explaining how the problem relates to them, describing the consequences, suggesting ways to help, and making the solution look easy. Together, brainstorm phrases that the students could use to encourage water conservation.

☞ The students can use the blackline master on page 84 to design a poster that will encourage their classmates to use water wisely.