



# Water

by Yvonne Ansell

## Book Summary

This book describes the importance of water to the human body and how you can stay hydrated to ensure your body and mind work at their best.

## Themes

Daily routine, Health

## Features of the Book

- The information contained in the photographs, text, Did You Know? feature boxes, hydration checklist
- Anchor words for discussion: *dehydrated, drink, Earth, sweat, water*
- Phonics and phonemic awareness: *dr consonant blend*

## Strategies

*Water* introduces and reinforces the following strategies:

- finding main ideas
- sequencing
- questioning

## Materials

- copies of the BM, pencils

## Introducing the Text

Begin by asking the students how often they drink water in a day. Talk about where they get their water from, such as the tap, a bottle from the fridge, etc.

## Reading the Text

Ensure each student has a copy of the text. Make sure that the anchor words (*dehydrated, drink, Earth, sweat, water*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of finding main ideas, sequencing and questioning as you work through the book.

## Cover

Together, read the book's title and the name of the author. Point to the photograph and say *Why do you think children are encouraged to drink water?* (It is better for you than sugary or fizzy drinks.) Together, read aloud the preview question on the back cover: *When do you need water?* Ask the students when they drink water. (Answers will vary but might include when they are thirsty, after playing sports, on a hot day, etc.) Say *Let's read the book to find out more about when you need to drink water.*

## Contents Page

Turn to the Contents page. Explain to the students that a Contents page appears at the start of a book. It lists each section of the book and tells you which page the section starts on. Say *What section is on page 2?* (The World of Water) *If I wanted to learn about some tips for staying hydrated, which page would I turn to?* (page 11) Say *Let's turn to page 2 and begin the book.*

## Page 2

Read the heading to the students

and point to the photograph. Say *This photograph of our world is taken from space. What do you notice about planet Earth?* (It is mostly blue.) Ask the students what the brown and green areas might be (land) and what the white areas might be (clouds and ice). Read the body copy text with the students to check the students' responses.

## Page 3

Point to the Did You Know? graphic. Explain that this feature is designed to convey an interesting fact. Point to the picture of the dinosaur and ask if anyone knows why the author included it in a book about water. (Answers will vary.) Read the text with the students to confirm their responses and enjoy the fun fact.

## Page 4

Read the heading to the students and allow time for them to answer the question. Read the text together to check the students' responses. Talk about the strategy of questioning. Explain that we often ask questions before, during and after reading. Talk about how the answer to the question in the heading is found directly in the text. But that when you read the body copy text, other questions might have popped into your mind. For example, *Can some people go longer than three days without water? What happens to our bodies after two days without water?* You could write these questions down on the board or chart paper to use as a basis for further research.

## Page 5

Point to the photograph of the two people drinking while they are fishing. Talk about how we drink fresh water but not salt water. Say *We cannot drink saltwater because the salt gets absorbed into our blood and that would make our blood too salty.* Explain to the students that salty water also makes you even more thirsty and that's why people who are lost at sea are surrounded

by water but cannot drink a single drop. Ask the students if they have ever had fresh water from a stream or from underground. Discuss how this might not always be possible in some areas due to pollution. Together, read the text. Ask the students to provide a definition for the bolded word *streams*. Then turn to page 12 to check its definition in the glossary.

## Page 6

Read the heading to the students. Ask *Why do you think the two soccer players are drinking water?* (They are hot and sweaty from playing soccer.) Say *Let's read to find out about how your body loses water.* Read the first two sentences on page 6 with the students. Say *How do we know that sweat is mostly water?* (because it drips down as small water droplets). Have the students think of a possible definition for the glossary word *sweat*. Ask them to turn to page 12 and read the definition that the author gave (to release salty water through our skin). Read the remainder of the text with the students. Ask the students to predict what the meaning of the word *dehydrated* is in the context of the sentence (when you do not have enough water in your body). Have the students turn to page 12 and read the definition to confirm their prediction.

## Page 7

Point to the photograph of the boy sweating and the small droplets of sweat trickling down his face. Together, read the Did You Know? text.

## Page 8

Read the heading with the students. Then point to the photograph and ask the students what is happening in it. (The boy looks unwell because he is holding his head.) *Has anyone been unwell when they have not drunk much water? What were your symptoms?* (Answers will vary.)

Together, read the first sentence and encourage the students to talk about times when they might have felt dizzy. Talk about how that made them feel. Have the students turn to the glossary on page 12 and read the definition together. Then read the remaining text with the students. Talk about sequencing. A sequence is the order in which things happen. For instance, you are low on water, so you feel dizzy or get a headache. Have the students talk about the three examples of sequencing on page 8.

## Page 9

Point out the picture of the student reading and writing. Ask the students if they have ever found it hard to think while they are in class. Explain how we need to be well hydrated in order to learn in class. Together, read the Did You Know? text.

## Page 10

Read the heading with the students. Explain that as you read, it is important to keep the main idea of the page in mind. Tell the students that other ideas on the page often tell more about the main idea and that these are called supporting details. Have the students read the text with you, then ask them what the main idea of the page is. (Water is the best drink.) Ask the students to tell you what the supporting details are. (Water helps us think clearly and feel stronger. Water helps your body and mind work at their best.)

## Page 11

Have the students cover the black text and read the heading text only. Ask them to think of three tips for staying hydrated. (Answers will vary.) Have the students uncover the text and read it with you. Compare the students' responses with the three tips that the author provided.

## Page 12

Have the students cover the black text and read the heading text only. Ask them to think of three tips for

staying hydrated. (Answers will vary.) Have the students uncover the text and read it with you. Compare the students' responses with the three tips that the author provided.

## Revisiting the Text

- Revisit the Did You Know? features on pages 3, 7 and 9. Instead of the heading "Did You Know?", have the students write three questions that relate to each of the three captions. Encourage them to write open-ended questions. These are questions that require the students to share their ideas rather than give only "yes" or "no" answers. Write a list of question-words (*what, when, who, why, where, how*) for the students to use as prompts.
- Talk to the students about the consonant blend *dr*. Explain that when the letters *d* and *r* are together in a word, they usually make a new sound /dr/. The /dr/ sound can be found at the beginning of words, as well as in the middle of a word. Write the word *drink* on chart paper or the board. Say the word and emphasise the *dr* in the word. Have the students repeat it. Then ask them to find all the other words in the book that contain the sound of *dr* (*drinking, drunk, dry, hydrated, dehydrated*). Point out that two of the words have *dr* in the middle. Encourage the students to say other words that contain *dr*: (*dragon, dress, drill, drive, drum, drain, drama, dream, dribble, drip, etc.*).

## Following Up

- Create three more Did You Know? questions and answers that do not feature in the book. Research information about water and the human body. For example, about 60 per cent of the human body is made up of water.
- Give the students copies of the BM for this title. They can track how much water they drink over five days.