WATER LEVEL J

INTRODUCE THE BOOK
Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

People, animals, and plants all need water. In this book, we will read about water and how it is used.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:
1 “On page 2, it says, Water is very important.”
2 “On page 6, it says, When water is a solid, it is ice, snow, or frost.”
3 “On pages 14-15, it says, In some places, water has become polluted.”
4 “Look at the Glossary and the index on page 16. The Glossary can help you understand words in this book that you don’t know.”

READ THE TEXT
After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide J for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT
Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:

• “What are some different ways you use water?”
• “What did you learn from this book that you did not know before?”