

For students reading at
Literacy Level E/7, including:

- English-language learners
- Students reading below grade level
- K–1 emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Compare and contrast
- Ask questions
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures
Look at the ____ and You can ____
- Use the preposition **in**

PHONEMIC AWARENESS

Students will:

- Listen for initial /w/

PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize words with initial “w”

FLUENCY

Students will:

- Read with phrases

WRITING

Students will:

- Write to a picture prompt

Three Kinds of Water

Theme: Matter

- Soft and Hard (C/3)
- Three Kinds of Water (E/7)

Science Big Idea:

Readers learn about the three kinds of matter—solid, liquid, and gas.



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Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Looking at Matter (G/11)
- Food Is Matter (I/15)

Fluency and Language Development

- *Three Kinds of Water* Audio CD

Comprehension Resources

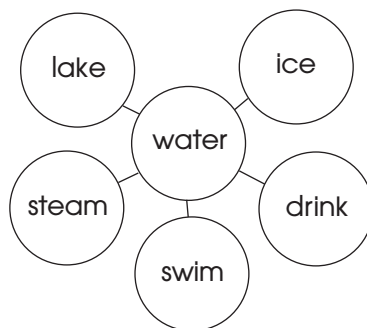
- *Three Kinds of Water* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Compare and Contrast poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use a Photograph** Tell students you will read a book about three kinds of water. Show students the title page. Point to and name the water, ice, and steam. Explain that ice and steam are kinds of water. Next, ask students to Think/Pair/Share what they know about different kinds of water.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **water** in the center. Read the word. **Ask:** *What are some words we might see in a book about water?* As students respond, create a concept web about water. Then read each word and ask students to echo-read.



Introduce the Book

- Give each student a copy of the book. Remind students they will read about three kinds of water. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a photograph. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book? Allow time for students to share their ideas.*
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photos			
2–3	photos	gas, liquid, solid, water		
4–5	photos	water, liquid, solid, gas	liquid/líquido, solid/sólido, gas/gas	
6–7	photo	shape, liquid		Look at the ____.
8–9	photos	swim, wash, drink	in/en, too/tu (false cognate)	You can ____.
10–11	photo	solid		
12–13	photos	ice, juice, food, cold	to/tu (false cognate)	
14–15	photo	gas, air	air/aire	
16	photos	three		

• **Page 4 Spanish Cognate** **Say:** Does **liquid** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **liquid** sounds like the Spanish word **líquido**. **Liquid** and **líquido** mean the same thing. What are some **liquids** you know? (Allow time for students to respond.) Write the word **liquid** on the board and ask students to locate it on page 4 in the book. Repeat the procedure for solid/sólido and gas/gas.

• **Page 6 Sentence Structure** Write *Look at the ____* on the board. Read this sentence structure aloud and ask students to repeat it several times. **Say:** We use this sentence structure to tell about something. Model using the sentence structure to tell about the photograph, such as *Look at the girl* or *Look at the hose*. Then assist students in forming their own sentences using the sentence structure. **Say:** This sentence structure is in the book. Can you find the structure on page 6? Frame the sentence. Let's read the sentence together.

Rehearse Reading Strategies

- **Say:** One word in this book is **not**. Say the word **not**. What letter do you expect to see in the middle? Allow time for students to respond, assisting as needed. Then ask them to find the word **not** on page 6. **Say:** Use middle-letter sounds to help you when you read.
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the web. **Say:** Now it's time to whisper-read the book. Read to learn about three kinds of water.

Cue Source	Prompt	Example	Page
Graphophonic	Look at the middle letter.	swim	8
Syntactic	Think about the sentence structure.	Look at the water.	10
Semantic	Check the picture.	ice	12

During Reading

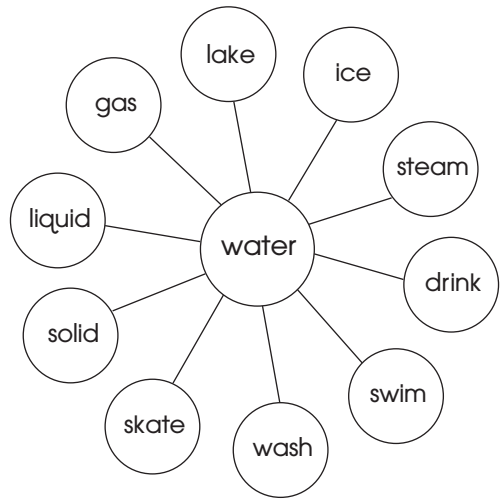
Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our web. Do we need to add any more words?* Record students' suggestions. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



Reading Strategy Mini-Lesson: Stop, Think, and Write

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to ask questions about the book. Ask students to turn to page 2. Say: I had a question about the photographs. What do the photographs show? I read the word beside each photograph. Now I know the photographs show different kinds of water. Ask students to turn to page 8. Say: I read: You can swim in water. I asked myself another kind of question. Where can you find water to swim in? The book does not answer this question. I will have to find the answer another way.*
- **Guide** Invite students to read page 12 with you. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did you wonder about different ways to use ice? Did the book answer your question? How did you find the answer? Did you have a question about this page that wasn't answered in the book? What is it? How can you look for an answer to your question?* After students share any additional questions, invite them to tell a partner how asking questions helped them better understand page 12.
- **Apply** Ask each student to turn to his or her favorite page. Ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find

the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can ask yourself questions any time you read. Remember to ask questions to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering Vocabulary-Building questions. **Say:** *The answer to a Vocabulary-Building question is in the book. You can define the word if you know what to look for.*
- **Model** Use the first Vocabulary question on the question card. **Say:** *I will read the question to figure out what to do: What does the word **water** mean in this book? Look for clues on page 4. This question asks me to figure out what the word **water** means. I will look for the word **water** on page 4.* Read page 4 aloud. Then direct students' attention to the photographs on page 5. **Say:** *I read that water can be a liquid, a solid, or a gas. I see a lake. The lake is a liquid. I see icicles. Icicles are solid. I see steam. Steam is a gas. Now I know that **water** is something that can be a liquid, solid, or gas. The definition answers the question. The answer makes sense. I have found the answer in the text.*

- **Guide** Ask students to answer the other questions on the card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Compare and Contrast

- **Explain** Create an overhead transparency of the “Three Kinds of Water” graphic organizer on page 12 or draw it on the board. Label the columns **Liquid**, **Solid**, and **Gas**. **Say:** *Nonfiction books sometimes tell how things are alike and different. We **compare** by telling how things are alike. We **contrast** by telling how things are different.*
- **Model Say:** *Let’s figure out how a liquid, solid, and gas are alike.* Ask students to turn to page 4. **Say:** *We read that water can be a liquid, solid, and gas. Write **water** in each column of the graphic organizer. **Say:** *Now let’s figure out how a liquid is different from a solid or a gas. On page 6 we read that a liquid does not have a shape. On page 8 we read ways to use liquid water. We can swim, wash, and drink. Write these details in the first column.**

- **Guide Say:** *Let’s figure out how a solid is different from a liquid or a gas. What do we learn about a solid on page 10? (Allow time for students to respond, assisting if needed.) Yes, a solid has a shape. What does the author call solid water on page 12? (Again, allow time for students to respond). Yes, solid water is ice. Let’s write about the ways to use ice in the second column of the graphic organizer.*
- **Apply** Ask students to work with a partner to figure out how a gas is different from a liquid and solid. Record their response in the third column. Then read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

Three Kinds of Water

Liquid	Solid	Gas
<ul style="list-style-type: none"> • water • has no shape • swim • wash • drink 	<ul style="list-style-type: none"> • water • has shape • skate • ice in juice • make food cold 	<ul style="list-style-type: none"> • water • see in air

THREE KINDS OF WATER

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Home Connection

- Give students the take-home version of *Three Kinds of Water* to read to family members. Encourage students to work with a friend or family member to draw different kinds of water around their homes and label them *liquid*, *solid*, or *gas*. Invite them to bring their drawings to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Act out something from the book with a partner.
- Tell something you learned. Use the sentence frame *You can ____*.
- Tell something you wondered as you read *Three Kinds of Water*.
- Draw a liquid, a solid, and a gas.
- Write a question you would like to ask the author.
- Write what you thought was most important in the book.

Write to a Picture Prompt

- **Retell** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 7. **Say:** *I can use this picture to tell part of the book in my own words. **The girl is spraying water on some plants. The water is a liquid.** Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and tell a partner about it. Allow time for students to share their retellings, providing assistance as needed. Then **say:** *You used a picture to tell part of the book in your own words. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness: Initial /w/

- Tell students you will read a sentence from *Three Kinds of Water*. Ask them to listen for words that begin with the **/w/** sound: *You can wash with water* (page 8). Reread the sentence if needed so students can identify the words **wash**, **with**, and **water**.
- **Say:** *I will say some words that go with **water**. Some begin with the **/w/** sound and some do not. Please listen carefully. Say **wow!** if you hear a word that begins with **/w/**: **waves**, **bucket**, **soap**, **wade**, **pond**, **wet**.*

Phonics: Initial “w”

- Write the letter “w” on the board. Tell students they will go on a letter “w” hunt in *Three Kinds of Water*. Ask them to locate words that begin with “w” on pages 4, 6, 8, 10, 14, and 16.
- Ask students to brainstorm words beginning with /w/. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will choose one of the words on the board. I will give you a clue about the word. You can use my clue to figure out which word I chose. Then I will circle the “w” in the correct word. Model the process using one of the words on the list, such as I like to look out the _____. (window)* Invite each student to choose one of the words, offer a clue about it, and circle the “w” once group members have guessed correctly.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **utilize** and ask students to repeat it. **Say:** *To **utilize** something is to use it for a special reason. We **utilize** water for drinking and washing. Discuss other things people **utilize**, such as a pencil for writing, a blanket to keep warm, or a truck to make deliveries. Then model a sentence, such as We **utilize** a school bus for field trips. Invite students to share their own sentences, providing assistance as needed. **Ask:** What word have we been talking about? Yes—**utilize**. Let’s try to use the word **utilize** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the words **liquid, solid, gas, swim, wash, drink, skate, ice, and air** on index cards. Invite students to read the words with you. Then ask them to sort the cards into three piles. (**liquid/swim/wash/drink, solid/skate/ice, gas/air**) For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Preposition in

- **Model** Explain that authors sometimes use phrases that begin with the word **in**. Ask students to read page 8 with you: *You can swim in water.* **Say:** *The words **in water** explain **where** you can swim. I use the word **in**, too. Pantomime some simple actions and make up a sentence about each one, such as:*
*I drive **in** my car.*
*I sleep **in** a bed.*
*I put my foot **in** my shoe.*
- **Guide** Invite students to read the second sentence of page 12 with you. **Ask:** *Where can you put ice?* (in your juice) Then ask students to find another phrase in the book that begins with **in**. (in the air, page 14)
- **Apply** Pair students. Ask partners to make up sentences using the structure *I like to ____ in ____*. As they share their sentences with the group, write them on the board. Circle the phrases that begin with **in**. Remind students that a phrase beginning with the word **in** can tell where something happens.

Fluency: Read with Phrases

- **Say:** *We do not pause or stop between each word. Instead, we look for groups of words that belong together. Words that belong together are phrases.*
- Ask students to turn to page 6. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the sentences in phrases. I will look for groups of words that belong together.* Read the sentences again using phrases, such as *Look / at the water. / This water / does not have / a shape. / This water / is a liquid.* Then invite students to echo-read the page with you.
- Ask students to turn to page 8. Discuss groups of words that belong together, such as “in water ” and “with water.” Then choral-read the page together.
- Invite students to take turns rereading *Three Kinds of Water* with a partner. Remind them to watch for groups of words that belong together so they can read with phrases.

Name: _____

Date: _____

Vocabulary

Read each sentence. Then draw a circle around Yes or No.

- | | | |
|-----------------------------------|-----|----|
| 1. Liquid water has a shape. | Yes | No |
| 2. Solid water has a shape. | Yes | No |
| 3. Water in the air is a gas. | Yes | No |
| 4. You can skate on liquid water. | Yes | No |
| 5. You can wash with solid water. | Yes | No |
| 6. You can drink liquid water. | Yes | No |
| 7. You can swim in ice. | Yes | No |
| 8. Ice can keep juice cold. | Yes | No |

Name: _____

Date: _____

Three Kinds of Water

Liquid	Solid	Gas