

Books for Young Learners Teacher Resource

Book Notes

**Water Water Everywhere**

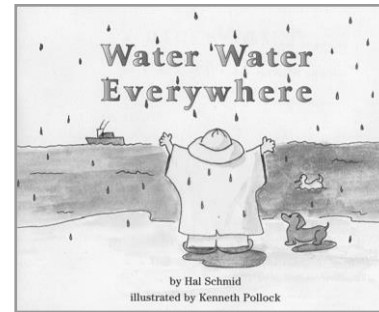
Author Hal Schmid

Illustrator Kenneth Pollock

8 pages ■ 61 words

Fountas and Pinnell Level F

Intervention Level 5



Water Water Everywhere

SYNOPSIS

An expository text describing where water comes from and where it goes.

WHAT THE BOOK OFFERS

- Nonfiction expository
 - First person
 - Present tense
 - Rhyme
 - Repeated pattern though more changes than previously met
 - Concepts that cannot be illustrated; for example, water drying up
 - Open-ended, inferential reading required for humor
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- Attention to text detail—the beginning of the sentence remains constant, but the second half changes in concept, content, and structure
 - Self-correcting to achieve accuracy
 - Developing understanding of the main idea in a nonfiction text

POSSIBLE SKILLS EMPHASIS

First of all, let's think about where water comes from. And where does it go? Where is it stored?

INTRODUCING THE BOOK

What and who needs water to survive?

Where do we get our water from?

What do we use water for?

We now have some good ideas to think about as we see what the author tells us about water.

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Water Water Everywhere (continued)

FOCUS OF INSTRUCTION

- Encourage the students to read the text silently before reading it aloud. Encourage them to think and talk about how they checked their predictions, with emphasis on text details. Questions to check understanding should require students to use their own words and to think beyond the obvious or the text.

What does it mean when it says the water in the pond never goes away? Is that always true? How could you check that?

What two places does the sea get water from?

What's the difference between a puddle and a pond?

FOLLOWING THE READING

- Revisit the discussion begun during the introduction about the importance of water, with the students listing when and how they use water. The group could also discuss water safety.
- You could discuss the shape of the text, especially the way the author keeps to the topic of water while drawing in many aspects. This will help students understand the concept of a main idea.
- Discussion about the ending could include the way the author introduced humor.

Was this the reason for writing, or was it to focus our thoughts on water? Let's make a tally of our opinions.

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Water Water Everywherer (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>This book is about . . . One day, I couldn't stop the water from pouring into my bathtub so I . . .</i>
USE YOUR MEMORY	<i>What happens to water that's in a puddle? Read page 4 to see if you were right. Where was the boy and his dog going when they were on the raft? How do you know? What did the boy say when he drank too much water? Find it and read it like you think the boy said it.</i>
WHAT'S YOUR OPINION?	<i>Do you think the boy's dog likes water? Why or why not? What do you think the boy's favorite thing about water is? Why do you think so? What is your favorite thing about water?</i>
BE CREATIVE	<i>Draw 4 boxes on a large sheet of paper. In each box, draw kids playing a water sport or a water game. Write a sentence in each box to tell what the kids are doing.</i>
VOCABULARY AGENT	<i>All of these things have something to do with WATER: cloud, raindrop, puddle, pond. Name 4 things that have to do with ANIMALS. Name 4 things that have to do with FOOD. Name 4 things that have to do with SCHOOL. Name 4 things that have to do with CARS.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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