



Guided Reading with

## The Water Cycle

Guided Reading Level: K  
DRA Level: 20

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Mike Castro

**Overview:** Do you know how the water cycle works? Read this book and you will find out.

8 pages, 156 words

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- solve words using analogies to previously solved words
- look at each part or syllable of a longer word to read it
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use commas to support phrasing
- use context, illustrations and background knowledge to understand unfamiliar vocabulary
- use text structure to help comprehend and synthesize new information

### Supportive Text Features:

- many details supported by diagrams and illustrations
- text includes some repetitive language and phrasing
- sequential text structure
- most vocabulary is familiar, with some content-specific language
- varied sentence lengths and formats

### High-frequency words:

- *The, in, on, and, is, because, all, to, there, are, that, they, when, from, as, of*

### Phonics:

- -tion word ending

### Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7

### ELL/ESL

*El ciclo del agua*

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## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Where do you see water in nature? Where does that water come from?
- Have you ever heard of the water cycle? What do you know about it? What does the word "cycle" mean? (If students are unfamiliar with this term, relate the word to bicycle wheels moving around and around.)

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*The Water Cycle.*"
- Ask children to use the title and picture on the cover to predict what the book will teach them.
- Show the back cover and read the copy. Ask children to predict what information the book will share about the water cycle. If students have never heard of the water cycle before, read the opening sentence of the text together to introduce the term.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the illustrations. Ask them to notice what each one shows. Call children's attention to the arrows and labels.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

#### 4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- Content-specific vocabulary words include: water cycle, survive, stages, evaporation, condensation, precipitation, collection, vapor, clouds, condensed, rain, snow, hail, sleet, evaporates.
- The text introduces the water cycle in general, names its stages and describes each stage. Illustrations include labels and arrows.
- The amount of text on each page and placement of text vary throughout the book.
- The illustrations support and extend the text, but most of the meaning is contained in the text.

**Guided Reading Note:** Children reading at level K are becoming more fluent, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about how the water cycle works.**

**2. Have children read the book silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Are they showing signs of understanding the story?
- How are they dealing with following a longer, more complex story? Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

**4. As children read, note what they are doing.** Help them build independence by being available, but not intervening too quickly.



- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the ideas presented and how they relate to one another.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

## After the First Reading

**1. Have children confirm their predictions and talk about the information presented about how the water cycle works.**

**2. Ask questions like:**

- In your own words, what is the water cycle? Why is it important to the Earth?
- What’s a “stage?” What stages of the water cycle did the book describe?
- What happens during each stage?
- Why did the book illustrations include so many arrows?
- What’s interesting to you about the water cycle? What’s confusing?
- What type(s) of precipitation occur where you live?
- What is the nearest lake, river, and ocean to where you live?
- Why do you think the authors want young people to learn about the water cycle?
- What are some ways we can help keep water clean and unpolluted?
- What are some ways we can reduce how much water we use?

## Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment.** Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child’s reading behavior.



- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

**Language:** Write the words from the book with -tion on cards (e.g., evaporation, condensation, precipitation, collection). Talk about how one might expect this ending to be spelling based on how it sounds (“shun.”) Practice reading these and other -tion words.

Talk about root words and endings, particularly using root words to understand various related words. Begin by asking children to locate two words in the text that share the same root word (e.g, collection and collected.) Highlight or circle the root word “collect.” Repeat the process with other groups of words not from the book.

Use the information from the text to create a water cycle skit together. Have students create simple signs or illustrations for each stage and read the text as a performance.

**Mathematics:** Have students create a brief written description of the four types of precipitation listed in the book. After making predictions about likely outcomes, have them read the description to classmates and school adults and survey them on their favorite type of precipitation. Compile responses on a graph and relate them back to predictions.

**Science:** Summarize student knowledge of the water cycle on a chart. Brainstorm a list of students’ lingering questions. Read other informational titles and view online content on the topic. Add more information to your chart and record answers to questions or new questions that arise.

Allow students to observe the water cycle firsthand by creating simple terrariums with grass seed. Fill

a plastic lidded container (such as a clear takeout box) with a small amount of soil. Add a small cup of water to be a “pond.” Plant grass seed and water (“rain”) liberally. Close the lid, and over the next few weeks, observe condensation forming and the grass growing. Notice the declining level of water in the “pond.” Have students document the changes in writing and scientific drawings or photos.

**Social Studies:** Connect the information in the book to notable water landscapes around the world using the title *Water Rolls, Water Rises/El agua rueda, el agua sube* (<https://www.leeandlow.com/books/water-rolls-water-rises-el-agua-rueda-el-agua-sube>).

**Art:** Ask students to create a water cycle mural with information about all of the stages using drawing supplies, cut paper collage, or paint (perhaps watercolors!) If applicable, encourage them to portray a landscape related to your location. Have them add labels and arrows, using the book illustrations for guidance. Encourage them to add additional details that convey the importance of the water cycle, such as plants, animals, or people using water.

**Music:** Invite students to experiment with using different sounds to represent the stages of the water cycle, either by playing actual instruments or composing electronically.

Check out online videos for a variety of water cycle songs for students to learn and sing. Create hand gestures or body movements for each stage of the cycle to help students recall each stage.

**Physical Education:** Experiment with “water cycle yoga.” With students, create a flowing sequence of poses that represent the four stages described in the book. Match them to your breath and perform them several times.



## Guided Reading with **El ciclo de agua**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

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### **Noun & Verb Support**

The following are the phases and ways that water moves during the water cycle:

**La evaporación:** el calor del sol hace que el agua de los lagos, ríos y océanos se convierta en vapor; esta vapor se eleva a lo alto del cielo

**La condensación:** el vapor en el cielo se enfría; el vapor frío se convierte en agua otra vez, formando nubes

**La precipitación:** se ha condensado demasiada agua en las nubes; el agua cae a la tierra en la forma de lluvia, nieve, granizo o aguanieve

**La colección:** el agua cae como precipitación se colecta en los lagos, ríos y océanos; el agua penetra la tierra

Print the names of the water cycle phases and elements associated with the different stages of the water cycle on individual index cards. Place the names of the different phases of the water cycle as headings for the sorting activity. Have students sort all of the appropriate events underneath the correct heading. Consider covering the labels in the illustrations and presenting them to students for additional support during the sorting activity.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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