

Learning Objectives

Students will:

- ask and answer questions about ecosystems.
- recall information from the book to answer questions.
- know the parts and types of an ecosystem.

Standards

- **Reading:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **Writing:** Recall information from experiences or gather information from provided sources to answer a question.
- **Content:** Know that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

Day 1 Task Introductory and Lab Activities (page 62) Summary of Student Learning Activities Model the balance found within an ecosystem.	Day 2 Task Before Reading (page 63) Summary of Student Learning Activities Ask questions about ecosystems.	Day 3 Task During Reading (page 64) Summary of Student Learning Activities Ask and answer questions to show an understanding of the text, and recall information to answer questions.
Day 4 Task After Reading (page 65) Summary of Student Learning Activities Draw an ecosystem and label its parts.	Day 5 Task Activity from the Book (page 65) and Assessments (pages 70–71) Summary of Student Learning Activities Investigate and illustrate an ecosystem, and take the assessments.	



Day 1

Model the balance found within an ecosystem.

Materials

- Ecosystems books
- copies of the *Balance Point* activity sheet (page 66)
- image of an ecosystem
- yardsticks
- masking tape
- markers
- small objects, such as coins, paper clips, and small rocks

Introductory Activity

Engage

1. Display a picture of an ecosystem. Help students identify both the living and nonliving things in the image.
2. Record student responses in a T-chart labeled *Living* and *Nonliving*. Tell students that they will learn more about living and nonliving things in ecosystems.

Lab Activity

Explore & Explain

1. Divide the class into small groups. Distribute a yardstick, masking tape, markers, and a handful of small objects to each group. Explain that students will try to balance small objects on a yardstick.
2. Instruct students to use the masking tape and marker to label the ends of the yardstick A and B. Help students find the balance points of their yardsticks and mark them with tape.
3. Demonstrate how to tape objects to either side of the yardstick and find the new balance point. Have students experiment by adding small objects to either side of their yardsticks and finding the new balance point. Challenge students to add more objects until the yardstick balances in the center again. **Note:** You may wish to refer students to the lab illustrations on pages 28–29 of the book.
4. Distribute copies of the *Balance Point* activity sheet (page 66) to students. Read the directions aloud. Have students complete the activity sheet as they work in their groups. **STEM**
5. As students work, ask questions to guide them to the idea that it is easy to throw something off balance.
 - What needs to happen for the yardstick to be balanced?
 - How easy is it to change the balance of something?
 - How easy is it to rebalance something once it is unbalanced?
6. Discuss *balance* as a class. Explain that this activity demonstrates the balance in an ecosystem. There must be the right amount of food, water, and shelter for animals to live somewhere. If one element is taken away, the entire ecosystem loses its balance; just as when a new object was added to the yardstick and a new balance point had to be found by making adjustments. This is the same for ecosystems.



Materials

- Ecosystems books
- copies of the *That's a Good Question!* activity sheet (page 67)
- drawing paper
- chart paper
- coloring supplies

Day 2

Ask questions about ecosystems.

Vocabulary Word Bank

- balance
- consumers
- decomposers
- ecosystem
- energy
- producers

Before Reading

Elaborate

1. Distribute drawing paper to students. Lead students in drawing and labeling a diagram of an ecosystem as an introduction to the vocabulary words. Have students complete individual drawings while you narrate each part.
 - *The sun gives us energy.* (Draw the sun and label it *energy*.)
 - *Plants use this energy to grow. They produce, or make, their own food.* (Draw plants and label them *producers*.)
 - *Animals get their energy from eating, or consuming, plants or other animals.* (Draw animals and label them *consumers*.)
 - *Decomposers, like this mushroom, get their energy from dead things.* (Draw a mushroom on a fallen tree and label it *decomposer*.)
 - *All of this makes up an ecosystem.* (Circle the whole scene and label it *ecosystem*.)
2. Display the *Ecosystems* book for the class. Draw a KWL chart on chart paper. Ask students what they already know about ecosystems. Write students' responses in the K column of the chart.
3. Read the summary on the back of the book and show students some of the pictures in the book. Explain that good readers ask questions about a text before they read. Distribute copies of the *That's a Good Question!* activity sheet (page 67) to students. Read the directions aloud. Once students have finished, add their questions to the W column on the KWL chart. Save this chart for later use.
 - Provide **below-level learners** and **English language learners** with examples of questions that use the question words on the activity sheet.
 - Challenge **above-level learners** to ask wondering questions.



Day 3

Materials

- Ecosystems books
- copies of the *Picturing Ecosystems* activity sheet (page 68)
- KWL chart from the Before Reading activity
- sticky notes
- coloring supplies

Ask and answer questions to show an understanding of the text, and recall information to answer questions.

During Reading

Elaborate

1. Distribute the *Ecosystems* books to students. Conduct a choral reading for the first reading of the book. Pause periodically to explain how ecosystems must be balanced.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced experience.
2. For the second reading, have students read with a partner. Distribute three to five sticky notes to each pair of students. Have them reread the text closely to identify answers from the KWL chart that was started in the Before Reading activity. Have students write the answers on their own sticky notes and place them in the text where they found the answer.
 - You may wish to have students use the highlighter or sticky note function of the Interactiv-eBook to identify answers to questions.
3. Have students share the answers they found in the book. Record the answers in the L column of the chart, or have students place their sticky notes on the chart.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and aid in comprehension.
4. Distribute copies of the *Picturing Ecosystems* activity sheet (page 68) to students. Read the directions aloud. Have students reference the book as needed.



Materials

- *Ecosystems* books
- copies of the *Ecosystem Drawing*, *Ecosystems Quiz*, and *Balancing Act* activity sheets (pages 69–71)
- coloring supplies

Days 4&5

Draw an ecosystem and label its parts. Investigate and illustrate an ecosystem, and take the assessments.

After Reading

Elaborate & Evaluate

1. In small groups, have students create songs or raps that use all six vocabulary words. Allow time for students to share their songs or raps with the class.
2. Distribute the *Ecosystems* books and copies of the *Ecosystem Drawing* activity sheet (page 69) to students. Read the directions aloud. Have students choose the ecosystems they would like to draw (freshwater, marine, or terrestrial). Help them identify plants and animals that live in each type of ecosystem.
3. Provide time for students to complete the activity sheet. Have students refer to the book, as needed. When they are finished, have students share their drawings with the class.

Activity from the Book

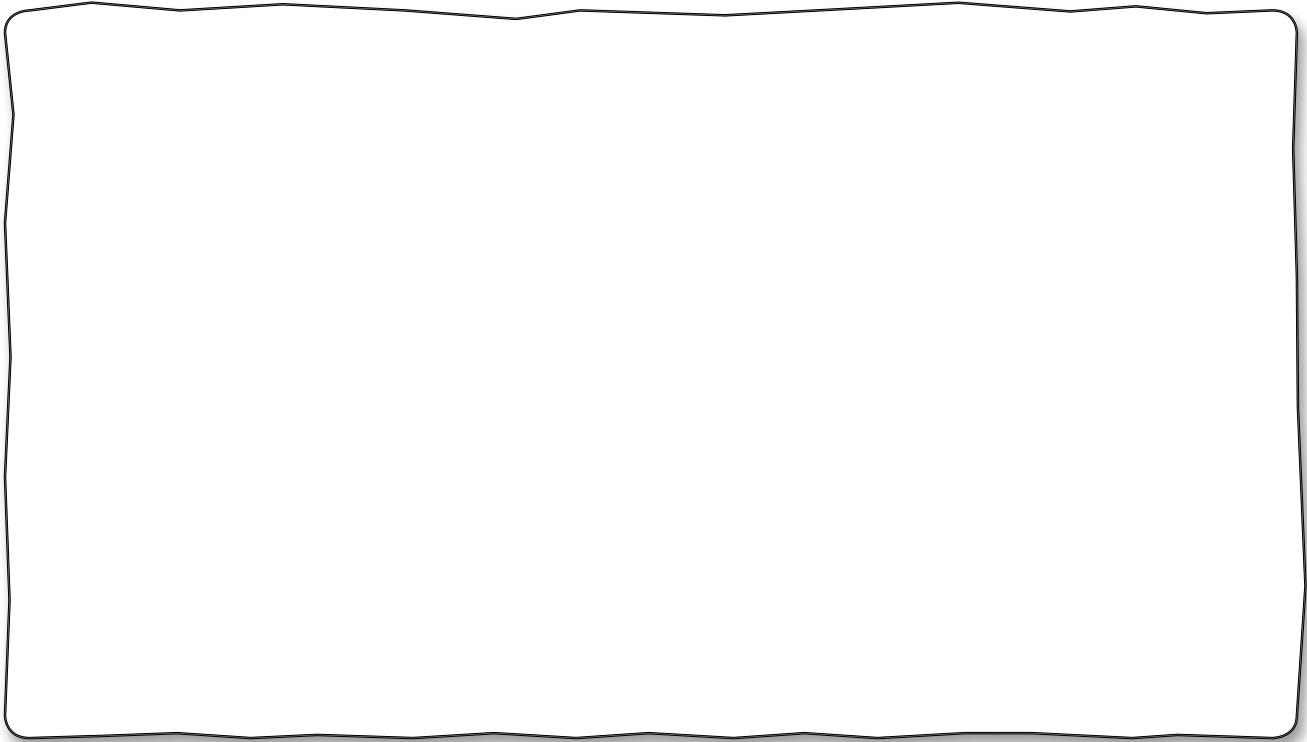
Read the Your Turn! prompt aloud from page 32 of the *Ecosystems* book. Have students investigate a small area outside and illustrate the ecosystem.

1. A short posttest, *Ecosystems Quiz* (page 70), is provided to assess student learning from the book.
2. A data analysis activity, *Balancing Act* (page 71), is provided to assess students' understanding of how to analyze scientific data. Read the directions aloud. As a class, discuss what happens when an animal's population increases or decreases and the effect it has on its ecosystem.
Note: You may need to preteach the skill of reading charts. **STEM**
3. The Interactiv-eBook activities may be used as a form of assessment (optional).

Name: _____ Date: _____

Balance Point STEM

Directions: Draw your yardstick. Add drawings of the objects you balanced and label them. Draw the final balance point. Then, answer the questions.



1 What is balance?

2 How did you get the yardstick to balance?



Name: _____ Date: _____

That's a Good Question!

Directions: Write questions you have about ecosystems before reading the book.

1 What _____

2 What _____

3 Where _____

4 Why _____

5 How _____

Life



Science



Life



Science



Life



Name: _____ Date: _____

Picturing Ecosystems

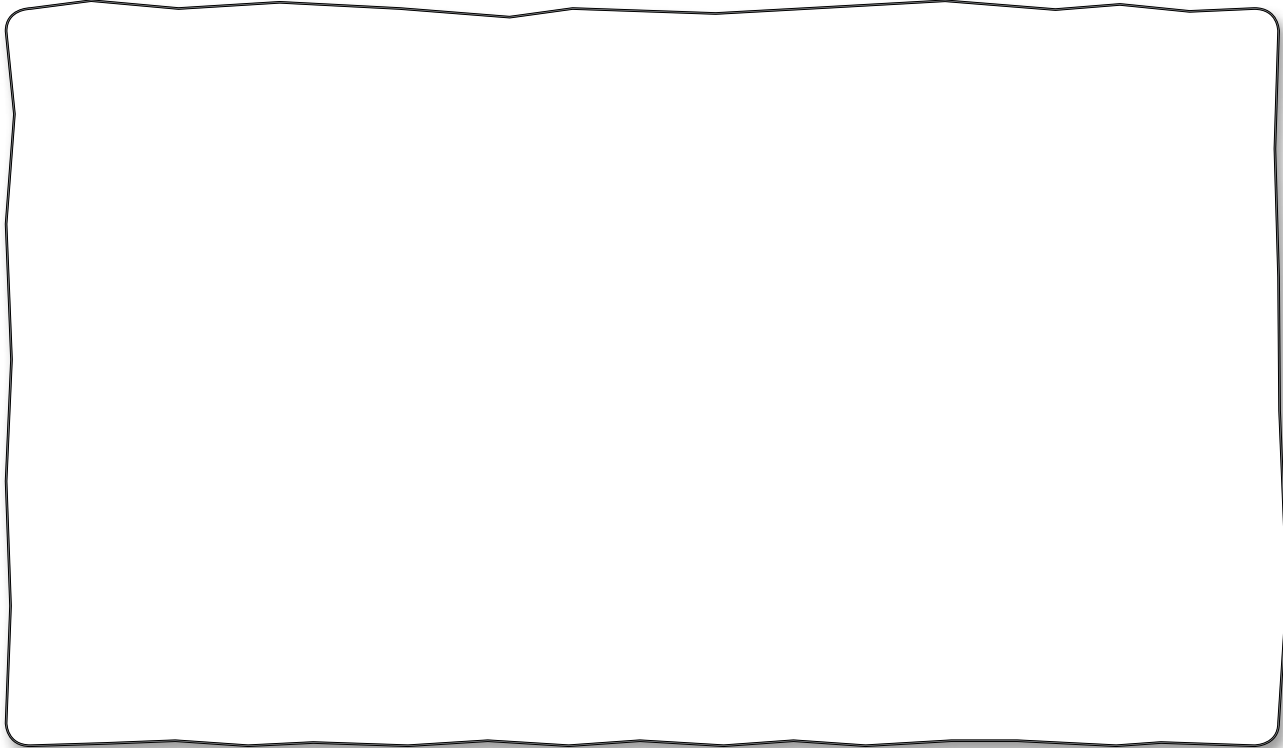
Directions: Answer the questions below.

- 1 Name a nonliving thing in a desert ecosystem.

- 2 Name two living things in an ocean ecosystem.

- 3 What does a decomposer do?

- 4 Draw a picture that shows the difference between a producer and a consumer.

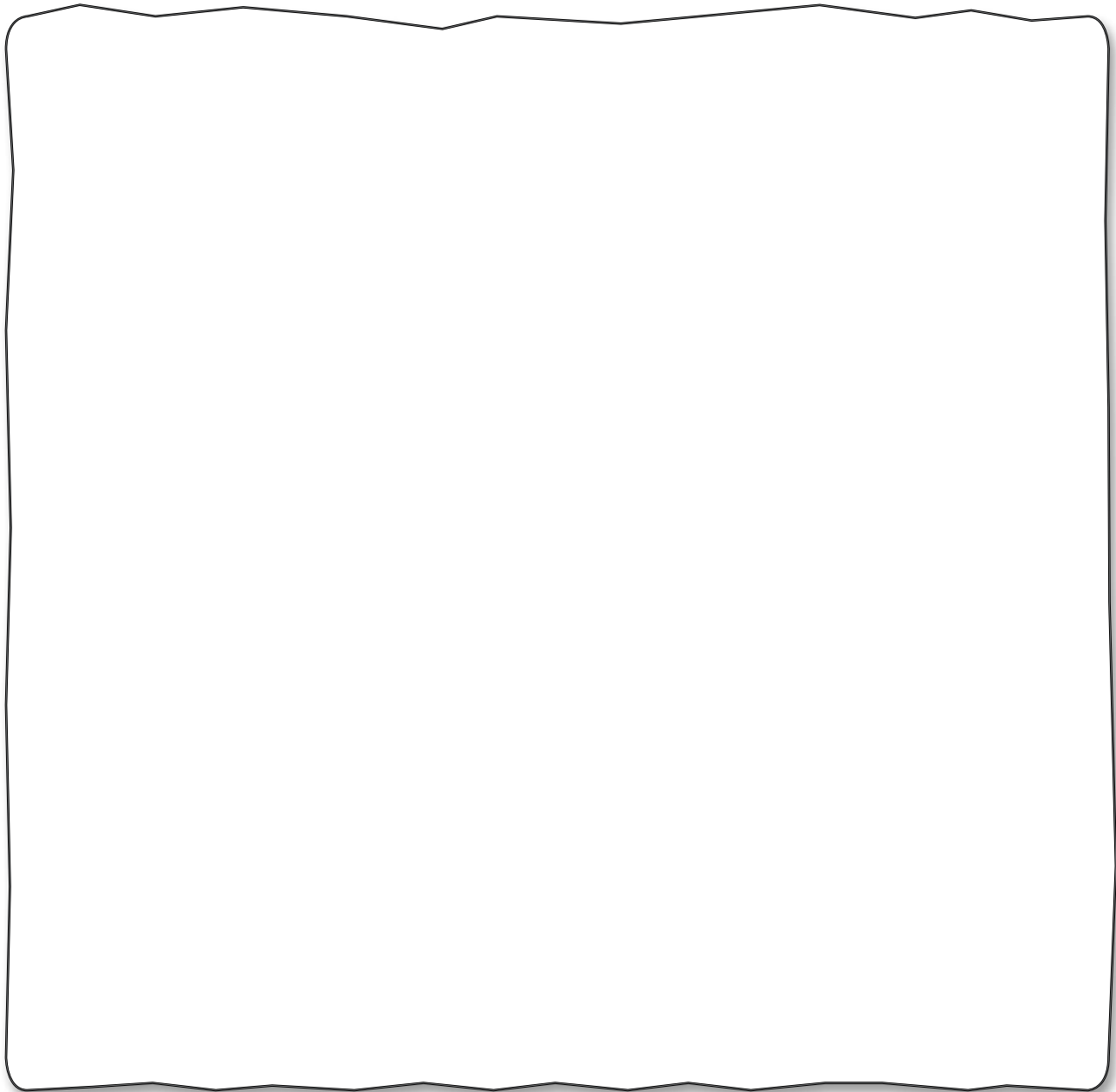




Name: _____ Date: _____

Ecosystem Drawing

Directions: Write a type of ecosystem on the line. Then, draw a picture of that ecosystem. Label the producers, consumers, decomposers, and nonliving things in your drawing.



Life



Science



Life



Science



Science

Name: _____ Date: _____

Ecosystems Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- 1** Where does energy come from in an ecosystem?
- (A) the sun
- (B) the rain
- (C) the forest
- (D) the ground
- 2** Which of the following is *not* an example of a producer?
- (A) grass
- (B) tree
- (C) rock
- (D) blueberry bush
- 3** Which of the following is an example of a consumer that lives in water?
- (A) a lion
- (B) a whale
- (C) a bug
- (D) seagrass
- 4** What can happen when an ecosystem is not balanced?
- (A) Animals can run away.
- (B) Plants can be taken home by people.
- (C) Plants or animals can die.
- (D) People can build homes on the land.
- 5** What question might someone ask to learn about a pond ecosystem?
- (A) What decomposers live in a pond?
- (B) Where is the best pond?
- (C) Who built the pond?
- (D) Is the pond safe to swim in?
- 6** A place where plants and animals live with nonliving things is called a(n) _____.
- (A) animal
- (B) energy
- (C) hierarchy
- (D) ecosystem



Name: _____ Date: _____

Balancing Act

STEM

Directions: Francis counted animals in an area. He put his data in a chart. He saw that hawks eat snakes and that snakes eat mice. Use his chart to answer the questions below.

Animal	Number
mouse	54
snake	12
hawk	2

- 1 How many more mice are there than hawks?

- 2 If the snake population goes up, what might happen to the mouse population?

- 3 If the mouse population goes up, what might happen to the snake population?

- 4 If the snake population goes down, what might happen to the hawk population?

Life



Science



Life



Science



Life



Science

Lesson 9: Volcanoes!

Focus Objectives

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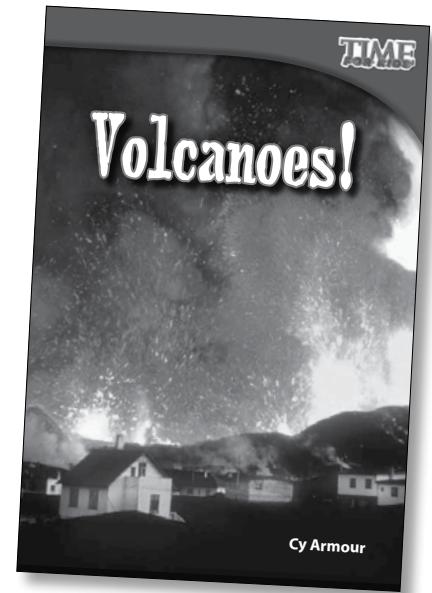
Students will be able to:

- use meaning clues to aid comprehension and make predictions about content.
- use self-correction strategies to monitor comprehension.

TESOL Objective

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Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.



Word Work

- **High-Frequency Words:** *push, more, over, onto*
- **Word Study:** Word chunk patterns
–*ust* and –*upt*

Academic Vocabulary

- *crust*
- *eruption*
- *lava*
- *magma*
- *pressure*
- *volcano*
- *Volcano Words* activity sheet (page 111)

Comprehension

- Monitoring Comprehension
- Using Meaning Clues
- *Hot Stuff* activity sheet (page 112)

Writing

Use high-frequency and vocabulary words to write words, phrases, or sentences.

Cross-curricular Connections

- **Science:** Students know that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere.
- **Theatre:** Students plan and prepare improvisations.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings
- “Volcanoes” poem (page 110)

Lesson 9: Volcanoes! (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *push*, *more*, *over*, and *onto* to the board. Read each word aloud.
 - Write four sets of each word on index cards or small pieces of paper so you have a total of 16 cards. Place the cards facedown on the table in four rows with 4 cards in each row. Play Memory with the words. One student flips over and reads the words on two cards. If the cards match, he or she keeps the cards. If they do not match, then the cards are turned facedown again and the next student goes. Repeat until all cards have been matched.
 - If you have a classroom word wall, have students add the high-frequency words to it. Have the class read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the *-ust* word chunk on a sheet of chart paper using a red marker.
 - Have students brainstorm words that end with *-ust* (*crust*, *dust*, *rust*, *trust*). Write these words on the chart.
 - Repeat the process above for the *-upt* word chunk (*erupt*, *abrupt*, *interrupt*).

Tip: If students find the Memory game too easy, make it more challenging by including other high-frequency words or only making two cards for each word.

Academic Vocabulary

- 1.** Develop students' vocabulary by having them list words describing volcanoes. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.
- 3.** For additional practice with academic vocabulary, have students complete the *Volcano Words* activity sheet (page 111).

Volcanoes	
eruption	lava
hot	destructive
powerful	mountains
ashes	smoke

- 1. Using Meaning Clues**—Show students the cover of the book. Invite students to describe what they see. Read the title of the book to students. Ask them to use the title and the picture on the front cover to make predictions about the book. Write those predictions down.
 - Ask them whether they think the story will be fiction or nonfiction. Point out and read the table of contents.
 - Take a picture walk through the book and allow students to discuss what they see in the pictures and diagrams. (*Volcanoes are in various stages of eruption.*)
- 2. Monitoring Comprehension**—Display the cover of the book. Misread the title as *Walruses!* Pause for a minute, and praise students if they correct you. Explain that thinking about what they are reading and seeing will help them become excellent readers. Tell them that you want them to monitor their own reading all the time.

English Language Support

Show students that the plural of *volcano* is formed by adding *-es* to the end of the word. Tell them that this often happens when a word ends in the letter *o* (*hero, domino, echo, tomato, and tornado*). One exception is words related to music, such as *banjo, piano, and solo*, which only add an *s* for the plural. Have students add *-es* to words and state the rule each time.

During Reading

- 1. Using Meaning Clues**—Read the title of the book. Read the table of contents, pointing to each word as you read it. Look at the glossary and read the bold-faced words.
 - Ask students what the table of contents tells them about what they will find in the book. Review how to use the table of contents to find specific information.
 - Read the book aloud to students. As you read, ask students to shoot their hands up in a mock eruption each time the word *volcano* is read. As you read, help students discover the best way to read diagrams and sidebars of information.
- 2. Monitoring Comprehension**—Using the choral-reading strategy, read the book aloud with students. Read some words incorrectly, and model asking for help or correcting yourself when you misread a word. Put students in pairs. Have them take turns reading pages aloud. The student who is reading can either correct his or her own miscues or ask for help.



Assessment Opportunity—Monitor students to ensure that they read the high-frequency words accurately.

Lesson 9: Volcanoes! (cont.)

Comprehension (cont.)

After Reading

- 1. Using Meaning Clues**—Ask students which of their predictions about the book were correct. Ask them what they learned from the book that was not in their original predictions. Display the pages of the book to help students talk about the information they have learned.
- 2. Building Oral Language**—Pair students and have them discuss volcanoes, using the sentence frame *I was surprised _____*. Have partners take turns sharing and asking each other questions.
 - Ask students whether they think volcanoes are good or bad for the earth. Since they happen naturally, there must be some reason for them. Ask students to consider this question and share their answers with a group of three.
 - For additional practice with comprehension, have students complete the *Hot Stuff* activity sheet (page 112).

English Language Support

Copy the paragraphs from the book in an enlarged format. Then photocopy the photographs. Place the photographs in a pocket chart. Have students match the text to the photographs and justify their actions by saying, *This sentence belongs with this picture because _____*.

Writing

Have students use academic vocabulary to write and illustrate volcano poems of their own to share with the class.

- Give below-grade-level students a word bank to use when writing their poems.
- Have on-grade-level students write each sound they hear in order to write their poems.
- Encourage above-grade-level students to include advanced vocabulary in their poems.

Cross-curricular Connections



Science—Borrow a nature video or watch a clip online about volcanoes so that students can observe erupting volcanoes in action as well as their effects on the earth.



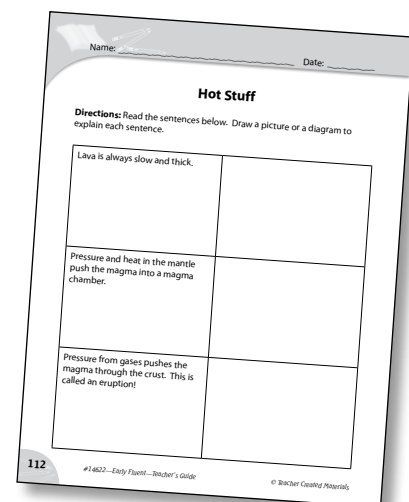
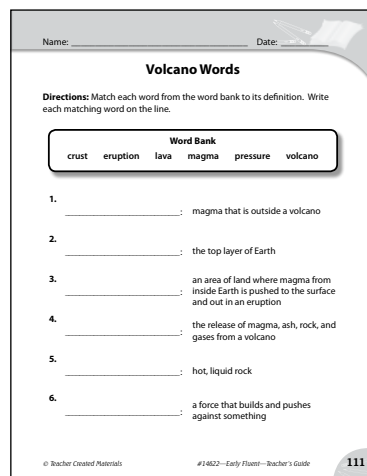
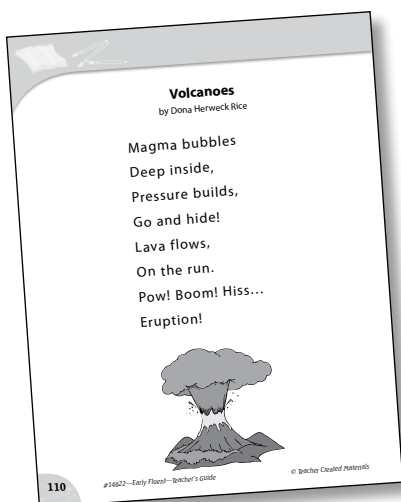
Theatre—Encourage students to plan and act out improvisations of volcanic eruptions. Assign each student a specific role such as magma, ash, rock, and gases. Costumes and props can be added as desired.

Building Fluency

- 1. Reading the Book**—Use one or all of the following methods for fluency practice:
 - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
 - Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the “Volcanoes” poem (page 110). Ask students how the poem and the book are similar and different.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent or paired reading time.
 - Write the poem on a sheet of chart paper. Take time to have the class reread it throughout the day. Encourage students to create actions, gestures, or a tune to go along with the poem.



Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.

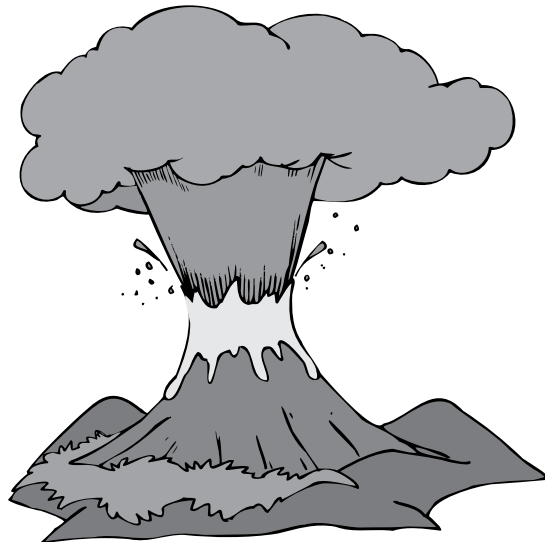




Volcanoes

by Dona Herweck Rice

Magma bubbles
Deep inside,
Pressure builds,
Go and hide!
Lava flows,
On the run.
Pow! Boom! Hiss...
Eruption!





Volcano Words

Directions: Match each word from the word bank to its definition. Write each matching word on the line.

Word Bank

crust eruption lava magma pressure volcano

1.

_____ : magma that is outside a volcano

2.

_____ : the top layer of Earth

3.

_____ : an area of land where magma from inside Earth is pushed to the surface and out in an eruption

4.

_____ : the release of magma, ash, rock, and gases from a volcano

5.

_____ : hot, liquid rock

6.

_____ : a force that builds and pushes against something



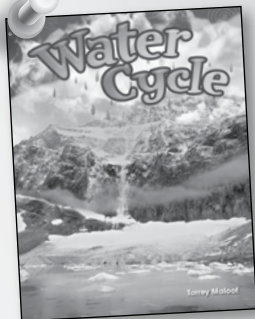
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Date: _____

Hot Stuff

Directions: Read the sentences below. Draw a picture or a diagram to explain each sentence.

<p>Lava is always slow and thick.</p>	
<p>Pressure and heat in the mantle push the magma into a magma chamber.</p>	
<p>Pressure from gases pushes the magma through the crust. This is called an eruption!</p>	



Learning Objectives

Students will:

- use diagrams and images to better understand the water cycle.
- write an opinion about saving water.
- investigate and understand the water cycle.

Standards

- **Reading:** Explain how specific images contribute to and clarify a text.
- **Writing:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **Content:** Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

Day 1

Task

Introductory and Lab Activities (page 194)

Summary of Student Learning Activities

Observe evaporation by comparing the water levels of an open and a lidded jar.

Day 2

Task

Before Reading (page 195)

Summary of Student Learning Activities

Predict how diagrams will help the reader better understand the text.

Day 3

Task

During Reading (page 196)

Summary of Student Learning Activities

Use diagrams to understand the water cycle, and write an opinion piece about saving water.

Day 4

Task

After Reading (page 197)

Summary of Student Learning Activities

Explain how specific images help a reader understand the water cycle.

Day 5

Task

Activity from the Book (page 197) and **Assessments** (pages 202–203)

Summary of Student Learning Activities

List ways to save water and keep it clean, and take the assessments.

Materials

- copies of the *Water Watchers* activity sheet (page 198)
- glass or bottle of water
- mason jars and lids
- masking tape
- markers
- water

Day 1

Observe evaporation by comparing the water levels of an open and a lidded jar.

Introductory Activity

Engage

1. Ahead of time, chill a sealed bottle of water in the refrigerator. Pull it out and allow it to sit at room temperature until condensation appears.
2. Show students the bottle and point out the condensation. Ask them if they have ever seen this happen before. Tell students that the condensation appeared because of the water cycle. Tell them that they will learn more about this cycle.

Lab Activity

Explore & Explain

1. Divide the class into small groups. Distribute two jars, one lid, masking tape, and markers to each group. Show students how to place a strip of tape vertically on the side of each jar.
2. Have students fill both jars halfway with water. Then, help them mark the water level on the tape for both jars. Distribute copies of the *Water Watchers* activity sheet (page 198) to students. On the sheet, have students draw the water levels of the jars. Have students seal one jar with a lid and leave the other jar open. Place the jars in a sunny location.
3. After two weeks, have students observe their jars again. Ask questions to guide students to the idea that the water evaporated out of the jar without a lid.
 - *How do the water levels of the two jars compare?*
 - *What do you think happened to the water?*
4. Have students mark the final water levels of their jars and answer the questions on the *Water Watchers* activity sheet.
5. Explain to students that they observed evaporation. Explain that evaporation is the process of changing from a liquid to a gas and that it is part of the water cycle.
 - *Why do you think the jar with a lid has more water?*
 - *What might happen if one jar were covered in plastic wrap and secured with a rubber band? Would the results be more like the lidded or open jar? Why do you think this?*

Day 2

Predict how diagrams will help the reader better understand the text.

Materials

- *Water Cycle* books
- copies of the *Helpful Diagrams* activity sheet (page 199)

Vocabulary Word Bank

- condensation
- evaporation
- liquid
- precipitation
- solid
- vapor

Before Reading

Elaborate

1. Display the vocabulary words on the board. Read each word aloud and explain its meaning. Help students create a water cycle dance to represent the vocabulary words. Explain the dance, using all the vocabulary words, and use *evaporation*, *condensation*, and *precipitation* for the dance itself. Then, have students put the movements together to show the water cycle.
2. Explain to students that authors often use diagrams to help the reader understand what he or she is reading. Tell students that a diagram is an image that helps explain what the author is writing about. Explain how it is different from other text features.
3. Distribute the *Water Cycle* books to students. In pairs, have students flip through the book looking for diagrams. Discuss what each diagram shows and how it might help students understand the text.
4. As a class, observe the diagram on pages 10–11. Distribute copies of the *Helpful Diagrams* activity sheet (page 199) to students. Read the directions aloud. Then, complete the activity sheet as a class. **Note:** You may wish to redistribute this activity sheet after students read the book. Have them add additional drawings and labels to the diagram to show more of the water cycle.

Day 3

Use diagrams to understand the water cycle, and write an opinion piece about saving water.

Materials

- *Water Cycle* books
- copies of the *Save Our Water!* activity sheet (page 200)
- drawing paper
- coloring supplies

During Reading

Elaborate

1. Distribute the *Water Cycle* books to students. Conduct a choral reading for the first reading of the book. Pause periodically to point out how diagrams in the book help students better understand the concepts. When you come to the lab activity, remind students about the activity that they completed earlier. Discuss how the diagrams help students understand the steps to follow.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced experience.
2. For the second reading, have students read in small groups. Have them take turns reading pages aloud with their group members. Ask students to pay close attention to diagrams in the book.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and aid in comprehension.
 - You may wish to have students use the pen functionality of the Interactiv-eBook to circle the diagrams in the book.
3. Ask students to think about why it is important to save water. Record student responses on the board.
4. Distribute copies of the *Save Our Water!* activity sheet (page 200) to students. Read the directions aloud. Have students complete the activity sheet. Then, have students use their activity sheet to make a poster that persuades people to conserve water and keep it clean. If time permits, have students present their posters to the class.
 - Have **below-level learners** and **English language learners** use the book to find reasons to save water.
 - Challenge **above-level learners** to use vocabulary words in their posters.

Materials

- *Water Cycle* books
- copies of the *Look Over Here*, *Water Cycle Quiz*, and *Will It Snow?* activity sheets (pages 201–203)

Days 4&5

Explain how specific images help a reader understand the water cycle. List ways to save water and keep it clean, and take the assessments.

After Reading

Elaborate & Evaluate

1. Play a game of Hangman to review the vocabulary words. Divide the class into two teams. Have one team suggest letters to complete the word. If they complete the word correctly, award them one point. Have the second team define the word. If they provide a correct definition, award them one point. Then, have teams switch roles. Continue play until all vocabulary words have been used.
2. Distribute the *Water Cycle* books to students. As a class, review how the diagrams helped students understand the text. Have students point out diagrams in the book and explain how each helped them.
 - Challenge **above-level learners** to look in other books to find examples of diagrams. Have them share what they find with the class.
3. Tell students that individual images can help readers understand a concept as well. Have students identify images in the book that helped them understand the water cycle. Distribute copies of the *Look Over Here* activity sheet (page 201) to students. Read the directions aloud. Allow time for students to complete the activity sheet. Have students refer to the book as needed.

Activity from the Book

Read the Your Turn! prompt aloud from page 32 of the *Water Cycle* book. Have students list ways they can save water and keep it clean.

1. A short posttest, *Water Cycle Quiz* (page 202), is provided to assess student learning from the book.
2. A data analysis activity, *Will It Snow?* (page 203), is provided to assess students' understanding of how to analyze scientific data. Read the directions aloud. Explain to students that the chart shows how much snow both states received in each season. **Note:** You may need to preteach the skill of reading charts before giving this assessment. **STEM**
3. The Interactiv-eBook activities may be used as a form of assessment (optional).

Name: _____ Date: _____

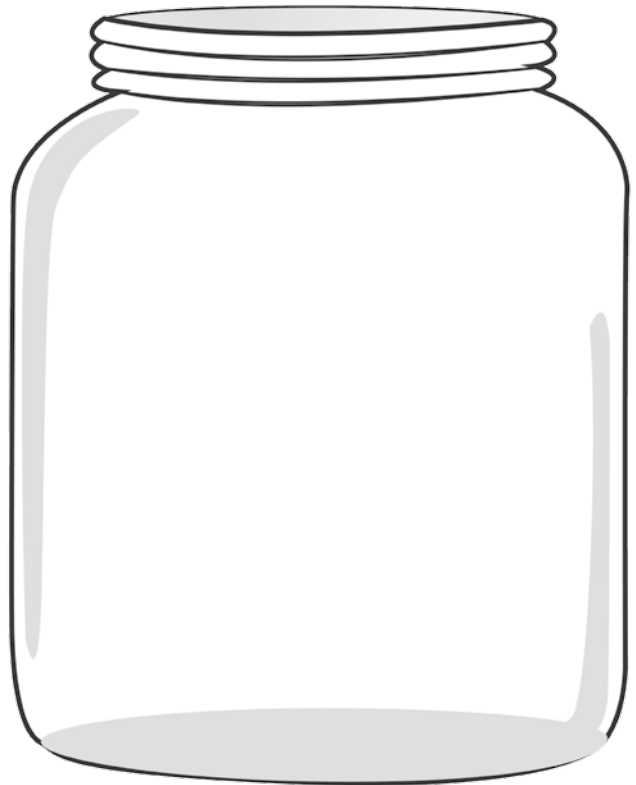
Water Watchers

Directions: Draw a line to show the water level of each jar. After two weeks, draw a line to show the water level again. Then, answer the questions below.

Lid



No Lid



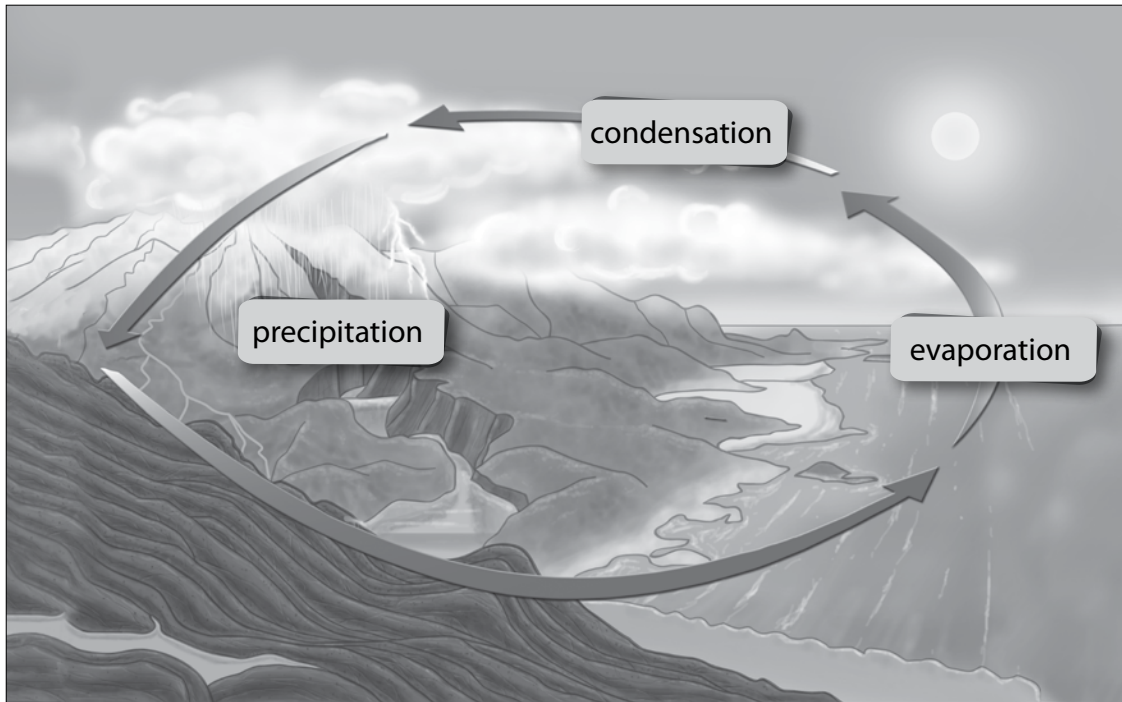
1 Which jar lost the most water?

2 Where do you think the water went?

Name: _____ Date: _____

Helpful Diagrams

Directions: Look at the diagram below. Then, answer the questions.



1 What do you think this diagram is showing?

2 How does this diagram help the reader?

3 What do you predict the text on this page will say?

Name: _____ Date: _____

Save Our Water!

Directions: In the boxes below, write why people should save water and keep it clean.



Name: _____ Date: _____

Look Over Here

Directions: Explain how each picture helps the reader understand the water cycle.

1



3



2



4



Name: _____ Date: _____

Water Cycle Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- | | |
|--|--|
| <p>1 What is one reason water is important to people?</p> <p><input type="radio"/> (A) They use it to fuel cars.</p> <p><input type="radio"/> (B) They waste it.</p> <p><input type="radio"/> (C) They use it to grow plants.</p> <p><input type="radio"/> (D) They pollute it.</p> | <p>4 What is one way people can save water?</p> <p><input type="radio"/> (A) stop drinking water</p> <p><input type="radio"/> (B) play in the sprinklers</p> <p><input type="radio"/> (C) take longer showers</p> <p><input type="radio"/> (D) fix leaky pipes</p> |
| <p>2 How does water in clouds get back to the ground?</p> <p><input type="radio"/> (A) animals carry it</p> <p><input type="radio"/> (B) it falls as rain, snow, or hail</p> <p><input type="radio"/> (C) it falls as rocks, rivers, or cliffs</p> <p><input type="radio"/> (D) it falls as clouds, birds, or mountains</p> | <p>5 What does the diagram on page 15 help you understand?</p> <p><input type="radio"/> (A) How water enters and leaves a plant.</p> <p><input type="radio"/> (B) The plant has flowers.</p> <p><input type="radio"/> (C) The sun is shining.</p> <p><input type="radio"/> (D) The roots are deep beneath the ground.</p> |
| <p>3 How does water change from a liquid to a gas?</p> <p><input type="radio"/> (A) evaporation</p> <p><input type="radio"/> (B) condensation</p> <p><input type="radio"/> (C) precipitation</p> <p><input type="radio"/> (D) pooling</p> | <p>6 Water in the form of ice is a _____.</p> <p><input type="radio"/> (A) solid</p> <p><input type="radio"/> (B) liquid</p> <p><input type="radio"/> (C) vapor</p> <p><input type="radio"/> (D) cloud</p> |

Name: _____ Date: _____

Will It Snow?

STEM

Directions: Frank recorded the amount of snowfall in North and South Dakota. Use his data to answer the questions below.

Snowfall (inches)		
Season	North Dakota	South Dakota
Spring	14	10
Summer	0	0
Fall	11	6
Winter	26	15

- 1** In which season did North Dakota have the most snowfall?

- 2** In which season did South Dakota have the least snowfall?

- 3** How much more snow did North Dakota have than South Dakota in winter?

- 4** In what season are North and South Dakota unlikely to have snow? Use data from the chart to support your answer.

