

DAILY LESSON PLAN – Close and Critical Reading: Where Does the Water Go? (TFK)

Name: Marilyn Schmid Date: (3 days) 2-20-14 – 3-24-14 Grade Level: 1st

Unit Topic (Science): Water's the Matter!

Lesson Focus: Lesson 8: CCR: Where Does the Water Go? (TFK)

Standard/Benchmark/Objectives:

Science Grade Level Content Expectations (GLCEs)

P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.

ELA Common Core Standards – Reading Standards for Informational Text

CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.

CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Day 1 – What does the text say?

Building Background/Prior Knowledge

- This article is about how the sun's heat changes water from a liquid to a gas.
- Anticipatory Set: Think about what you have learned about water (the matter) and how it can change states. How does water change from liquid to gas?
- Video: *The Magic School Bus – How Water Changes* (3:56 min.)
<https://www.youtube.com/watch?v=oaCUyZw4Tjo>

Vocabulary

- footprint – an outline left by a foot on a surface
- puddle – a small pool of water, especially rainwater
- liquid – a state of matter that flows and has no shape
- gas – a state of matter that you cannot see and has no shape
- water vapor – the gas state of water

Read *Where Does the Water Go?*

- 1st: Teacher reads the article out loud; students listen.
- 2nd: Reread. Teacher reads a sentence; students echo read the sentence. Continue throughout article.

Comprehension Questions

- Title: Highlight the title (*Where Does the Water Go?*)
- Section 1: What makes puddles on the sidewalk? (*rain*)
- Section 2: The sun's heat changed the water from a _____ to a _____. (*liquid, gas*)
- Section 3: After you go swimming, where do you hang your swimsuit to dry? (*in a sunny place*)
- Section 4: When water is in a jar without a lid, some of the water goes into the _____. (*air*)

Summary

- Give students a minute or so to discuss the importance of the highlighted text with a partner. As a class, discuss and develop a one-sentence summary (main idea).
This article is about how rain water changes from a liquid to a gas (water vapor) from the sun's heat.

Save highlighting as PDF for Day 2.

Write the vocabulary and one-sentence summary on a large piece of paper; save for Day 2.

Day 2 – How does the text say it?

Revisit Day 1

- Watch the video again – *The Magic School Bus – How Water Changes*
- Review vocabulary, highlighted text, and the one-sentence summary.

Craft and Structure

- Genre: informational; nonfiction
- Text features: headings and pictures

Guided Highlighting

- Find the four headings (a heading is the topic of the paragraph).
- Page 1: A question mark means that a question is being asked. Find the three question marks.
- Sections 1 & 2: A comma is a punctuation mark that tells the reader to take a short pause after the introductory statement. Find them.
- Section 3: Highlight why you should hang your swimsuit in a sunny place. (**The sun will help it dry fast.**)
- Section 4: A period is a punctuation mark that tells the reader the sentence (statement) is done. Find and highlight the periods.
- Section 4: Days of the week are proper nouns and are always capitalized. Find the two days of the week. (**Monday, Tuesday**)

Save highlighting as PDF for Day 3/4

Day 3/4 – What does the text mean? So what?

Review Day 1 & 2. What is the theme or main idea of the article?

(**This article is about how rain water changes from a liquid to a gas (water vapor) from the sun's heat.**)

Watch 2nd Video

- *The Magic School Bus – Clouds and Drizzle* (2:38 min.)
<http://www.youtube.com/watch?v=TdBG21XbxXk&list=RDTdBG21XbxXk>

What does this have to do with our lives? (text-to-self)

- When have you seen water disappear (or turn into water vapor/gas)? (**puddle drying up, clothes drying, teapot, boiling pot of water, drying off in the sun after swimming, beach towels drying, hair drying, lakes getting shallower**)

Exit slip – short answer

- When water dries up and turns into water vapor (gas), how does this help us? (**dries up footprints; dries up puddles; dries our clothes; dries our hair; dries our bodies after swimming; dries our beach towels**)

