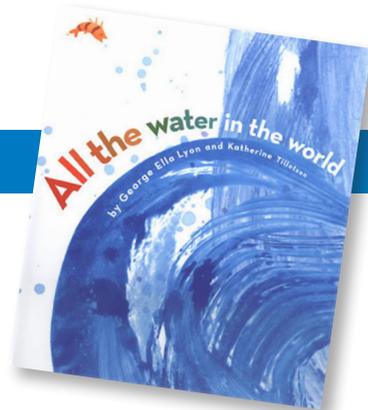


All the Water in the World



A RIF GUIDE FOR EDUCATORS

Themes: Water Cycle, Conservation, Environment

Grade Level: K to 3rd grade

Book Brief: This poetic story guides children through the water cycle.

Author:
George Ella Lyon

Illustrator:
Katherine Tillotson

Content Connections:
Science, Social Studies, Math



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Have students make predictions about the text based on the front

cover illustrations. Have them talk about the text genre and the author's purpose.

The Pictures: Take a brief picture walk through the book and ask how the dry places are different from the places with lots of water. What does that tell us about the importance of water for people, plants, and animals?

Prior Knowledge: What do your students already know about the water cycle? Where do they think their water comes from at home? Do any of them live near streams or other bodies of water that swell after a storm and dry up in the summer? Can they think of any places on Earth where it's usually dry, or anywhere it's very wet?

Vocabulary: water cycle, cascade, precious

Purpose for Reading: "As we read today, think about where our water supply comes from and why it's important to keep it clean."



WHILE WE READ

MONITORING COMPREHENSION

- ◆ What does "all the water in the world. . . is all the water in the world" mean?
- ◆ How does "thirsty air" take up water?
- ◆ What would happen if there were a water shortage?

- ◆ Why are some places drier than other places? Can you think of some dry places? How would it be harder to live there than to live somewhere with plenty of water?
- ◆ How many ways do you use water every day?

LET'S THINK ABOUT

Our Purpose: "Where does the water we use come from and why is it important to keep that water clean?" Encourage your students to think about evidence in the text that can help support their inferences.

Extending Our Thinking: Ask students to think about all the ways they use water every day. How might life be different if we couldn't just get water from the sink? What if we had to walk to a river every morning to get our water? Explain the idea of taking something for granted and ask students if they might use water more carefully if it were harder to come by.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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