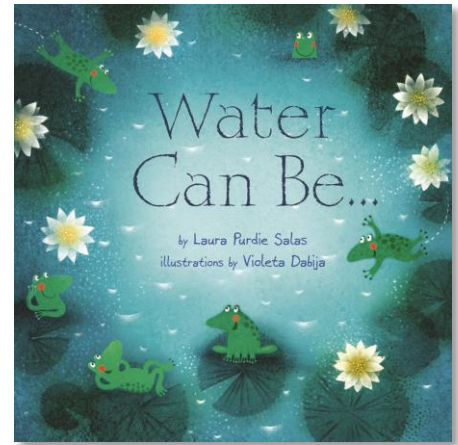


# Water Can Be...

written by Laura Purdie Salas  
illustrated by Violeta Dabija  
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(complete classroom guide available at  
[http://www.laurasalas.com/pdfs/Water/Water\\_CG.pdf](http://www.laurasalas.com/pdfs/Water/Water_CG.pdf))

## Suggestions for Meeting CCSS Reading Informational Text Standards

**Reading Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Sample questions:

- **What** can happen to water when it gets very cold?
- **How** does water help otters?
- **When** can water be dangerous?
- **How** do we use water to keep us safe and healthy?
- **What** three states of matter can water take? (liquid, solid, gas) Give examples of each from the text.

**Reading Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Ask a volunteer to tell the book's main topic. [Water does many jobs in our world.]
- Write the topic on the board. Then draw several lines to words like Grow/Life, Beauty, Fun, Home, and Weather. Ask students, "What is one job of water we see in the book?" Use answers to create a web. Some roles fit more than one category, so your web could get tangly, but it shows our interconnectedness with water.
- Have volunteers tell which seasons water does certain jobs. Divide class into small groups. Assign each group a season and have them find details *in the text* about water's role in that season. Create a classroom display and have groups share pictures, words, posters, poems, etc., about water during that season.

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Online: [http://www.laurasalas.com/pdfs/Water/Water\\_CCSS.pdf](http://www.laurasalas.com/pdfs/Water/Water_CCSS.pdf)

More educator materials: <http://www.laurasalas.com/nonfiction/nfbks/water.html>

**Reading Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**



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- Read the opening four lines twice. Ask students what they think the first part of the book will focus on. Then read the quatrain on the page with the lighthouse twice. Ask students, “How are these lines the same as the opening lines? How are they different?”
- Pick some pages and ask students to tell exactly what water is doing on them. “When it says ‘garden soaker,’ what is the water doing on that page?” [raining on a garden] On pages where students aren’t quite sure, turn to More About Water and read that page’s entry out loud.
- Act out the book. This takes some imagination, but it can be super fun. For each page, have one student (or more) be the water, and another student (or more) be the thing that water is interacting with. Ask the actors questions about their role. “Tadpole, why do you need water?”

**Reading Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- Many words in this book end in –er or –or. Discuss that this suffix means someone who does something. As a class, start a list of –er/-or words. Ask, “Who sings?” [singer] “Who cleans?” [cleaner] “Who teaches?” [teacher] Next, ask, “What does a baker do?” [bake] “What does a dancer do?” [dance]
- Read **Water Can Be...** out loud, slowly. Ask students to raise their hand whenever there’s a word they don’t know. Jot down each word on the board, and ask for volunteers to discuss the meaning of the word before you continue. If the word is an –er/-or word, remind students of the suffix and try to figure out the meaning together. Also use images and the glossary to help figure out meanings.
- Talk with students about literal and figurative meanings. Turn to the “Rainbow jeweler” page. Discuss with students that water doesn’t actually make jewels, but it is tiny drops of water that create shimmer, sparkly rainbows. Turn to the “Salmon highway” page. Ask students what a highway is. Then ask how water could act as a highway for fish.

**Reading Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Invite students to diagram the structure of **Water Can Be...** Use a box for the quatrains (four rhyming lines) and two blanks for each pair of rhyming phrases. It will resemble the diagram below. Discuss the structure. Identify what happens in each part of the book. How would the book be different if that part was taken out?

Water can be a...

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Water can be a...

_____	_____
_____	_____
_____	_____
_____	_____



art © Violeta Dabija 2014

- Show students the cover of **Water Can Be...** Ask, “Who made the pictures in this book?” [Violeta Dabija] Ask, “Who wrote the words?” [Laura Purdie Salas]
- Direct students to the More About Water section. Read a couple of entries and ask students what they think is the purpose of this section. Do the same with the Further Reading section.
- Ask for a volunteer to find a word in the Glossary and read its definition aloud.
- Ask students how they think the information in **Water Can Be...** is organized. [chronologically, by season]

**Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.**



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- Remind students the illustrations are by Violeta Dabija. Say, “**Water Can Be...** is by Laura Purdie Salas.” Turn to the “Otter feeder” spread. Ask students, “Who wrote the words ‘Otter feeder’?” Then ask who made the pictures. Discuss what the art adds to the words. If you couldn’t see the picture, what else might you imagine?
- Pretend you are Laura Purdie Salas. You are writing **Water Can Be...** How do you want kids to react? What do you want them to feel or to understand? Ask volunteers to stand and say, “I’m Laura Purdie Salas, and I wrote this book because I want you to \_\_\_\_\_.” There are several possible answers. Invite students to share what in the book itself made them choose their answer.

**Reading Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- Share the “Garden soaker” page with students. On the board, write “Garden soaker.” Ask a student to come put their finger on the part of the illustration that shows the garden. Then ask students what are different ways you can soak, or water, a garden. [rain, a hose, a sprinkler] Write their answers on the board, too. Ask, “How did the illustrator, Violeta Dabija, show water soaking the garden here?” Circle “rain” on the board. On the next page, discuss how the illustration helps them understand the meaning of “Valley cloaker.”

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More educator materials: <http://www.laurasalas.com/nonfiction/nfbks/water.html>



- One of the main ideas of this book is that everything in the world needs water. As a class, make a list of all the living things in the book's text or illustrations.

**Reading Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Turn to the More About Water section. Read the “Rainbow jeweler” entry aloud. The first sentence is "Did you know that without water, we would have no rainbows?" After discussing the entry, ask a volunteer to explain how water contributes to rainbows. Turn to the “Rainbow jeweler” page in the main text. Ask for a volunteer to say what the tiny circles drawn in the rainbow represent. [water vapor, or tiny drops of water] Do the same with the “Fire snuffer” entry.

**Reading Anchor Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- In More About Water, read the “Garden soaker” entry and discuss the water cycle. On the board, draw a Venn diagram. Label one circle with “book” and the other with “video.” Then watch the Water Cycle Video at [http://www.laurasalas.com/nonfiction/nfbks/water\\_t\\_cycle.html](http://www.laurasalas.com/nonfiction/nfbks/water_t_cycle.html). As a class, brainstorm your observations about both texts. What physical form is it in? Is it illustrated? What details are included?



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- Read a fiction text, like *Little Tug* (Savage), *A Couple of Boys Have the Best Week Ever* (Frazee), or *The Swimming Lesson* (Chaconas). Or read *How to Cross a Pond: Poems About Water* (Singer). What is similar about the books? What is different? Discuss art, text, length, genre, theme, etc.
- Read a nonfiction book about water, like *All the Water in the World* (Lyon), *A Cool Drink of Water* (Kerley), or *Things That Float and Things That Don't* (Adler). Create a chart with three columns: Information, Water Can Be..., and All the Water (or other title). Ask volunteers to share an important point they learned in one of the books. Write it under Information. Then ask the class to decide whether that information was included in *Water Can Be...*, the other book, or both. Put a checkmark in that same row under the matching book(s).

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