



Title: Water Dance

Author/Illustrator: Thomas Locker

Age Range: 7-10

Topic/Themes: Water

Items Needed: Globe

See video of this book read aloud here: [Water Dance](#)

I. INTRODUCTION (PREP QUESTIONS)

- Ask students which word in the title seems unusual, and why (*dance*). Ask students why the author might have used it in his title, what it seems to convey about water (that water is constantly moving). What does water in nature have in common with *dance*?
- Where are different places you have seen water in nature? How did the water move? What different forms can water take (bodies of water, drops, mist, frozen hail, etc.). What different types of water occur in nature (fresh water; salt water)?
- Why is water important to living things? Show students the **globe**, making sure they understand the different colors that represent water versus land. Ask them to decide whether Earth is made of more water or land, and how the globe helps them to determine their conclusions.
- Has anyone ever heard about the water cycle in nature? If so, have them share what they know; if not, ignore for now.

II. INTEGRATIVE STRATEGIES

- **Post Reading:**
 - P. 1: Reread the first 4 sentences to the students and ask what is the reader wondering (who is narrating the story)? What clues does the reader get in those sentences (it has been around since the world began; moves in an endless circle)? Read the remaining 2 sentences and help students to understand that it is only on this page now that we can assume the story narrator is rain (“Sometimes I fall from the sky” → *rain*).
 - P. 2: Reread the first sentence and ask students which word is unknown to them (*cascade*). Read the rest of the text and see what other words can help them to infer what it could mean (*tumble down, down*). How does the illustration help to show its meaning? Ask if anyone has ever seen a mountain *stream* before. Ask students to infer where the water in a stream comes from.
 - P. 4: Have students define **foot** using context clues. As a multiple-meaning word, ask students to describe the similarities between the *foot* of a mountain and a person’s *foot*. Ask students if they have ever seen a real *waterfall* in nature.
 - Ask students if anyone has ever seen a *lake*. Review the water examples prior to lake (rain, stream, waterfall) and ask students how a lake differs from those (other examples actively move).

- P. 8: Ask students if they have ever seen a *river*, and if so, to describe.
- P. 10: Ask students to share experiences they may have had with the *sea* (or ocean).
- P. 12: Discuss *mist* with students. Ask how this form of water differs from the others up to now. Using the text, find words that give clues as to what is happening (upward; warm sunlight, rise into air, disappear).
- P. 14: Have students share their ideas about clouds, what they think they're made of, the different shapes and colors that they remember seeing.
- P. 16: Continuing the discussion of different cloud colors, reread the text. Have students infer what is causing the clouds to growing *heavier* (increasing water) and *darker* (water density).
- P. 18: Students will likely not understand what a *thunderhead* is.
- P. 20: Ask students to share their experiences with *storms*, thunder, and lightening.
- P. 22: Ask students if they have ever seen a *rainbow*. Ask them how they think they are created. Reread the text and see if students can determine the origin of a rainbow (countless droplets of rain floating in the sky, reflecting sunlight).
- P. 24: Reread and then refer back to p. 1 (discussion from the beginning). What has the reader learned? (the narrator is **water** throughout the story, in its different forms of the water cycle)
- Using the water cycle graphic, discuss the different stages, connecting it to the story [**evaporation**; **condensation** (into clouds); **precipitation** (falls to earth when it becomes too heavy); **collection** (into the various bodies of water)]. Help students understand that the water we have today is essentially the same water that existed even when dinosaurs roamed the earth but that it just keeps repeating the same cycle, again and again.
- Ask students to share their opinions of Water Dance. Although it is a nonfiction science story, how did Thomas Locker make his book different from other nonfiction science books? (paintings; poetic figurative language)

The Water Cycle

