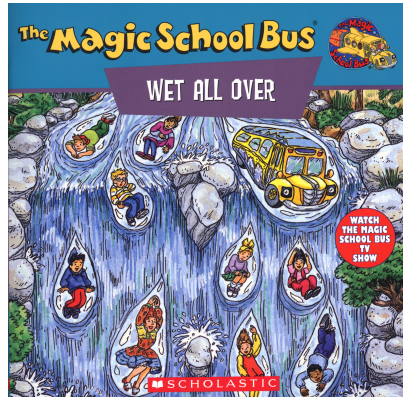


BrainStorm™

Read-Together Ideas



The Magic School Bus: Wet All Over

ADAPTED BY PAT RELF
ILLUSTRATED BY
CAROLYN BRACKEN

Summary >> In this informational story about the water cycle, your reading partner will follow the adventures of the well-known character Ms. Frizzle from the Magic School Bus book and television series as she and her students become water! The characters in the story help explain the scientific terms associated with the use and reuse of water.

Key Words

Water and water cycle:

- *rain gauge
- *gas
- *liquid
- *vapor
- *evaporate
- *condense

Key Skills and Concepts

LITERACY SKILLS

- *Identify character traits (Comprehension)
- *Read with expression (Fluency)

SCIENCE CONCEPTS

- *Understand how to measure precipitation, water (Earth science)
- *Describe how water on earth cycles in different forms and in different locations (Earth science)

Before Reading

**Flip through the book.* Invite your student to look through the book to see what he or she already knows about Ms. Frizzle and her special school bus. You may want to explain that Ms. Frizzle has a way to help kids learn about science and how our world works. In this story, she will show her students how rain is made and about the water cycle.

**Talk about water words.* Talk briefly about the term *water cycle*. What does your student already know about rain and where it comes from? Flip through the book to review terminology such as *rain gauge* and *evaporate*.

During Reading

*As you listen to your partner read, provide support, encouragement, and occasional challenges to build

reading skills to better understand the book. Use some or all of the following prompts and questions.

PAGES	SUPPORT THE READING	OBSERVATIONS
3	Have you ever made a science model or project in school? Have you ever done a project about water?	Does your student relate to the characters and situation in the story? (Comprehension)
4-5	How does Arnold feel? Why do you think he is embarrassed?	Can your student identify a reason for Arnold's embarrassment? (Comprehension)
7	Here comes Ms. Frizzle! What makes her such a special teacher?	Can your student identify a reason Ms. Frizzle is special? Note whether your student is using the pictures for visual clues. (Comprehension)
9	Why are there puddles on the ground? What are the students doing with the rain gauge?	Does your student use details in the picture to help answer the question? (Comprehension)
10	On these next pages, pay close attention to what is happening to the students after they drip into the rain gauge.	Does your student summarize the text accurately? If not, invite your student to look back through the book for support. (Comprehension)
11	How do the characters feel? What makes you say that?	Does your student read with expression? (Fluency)
14	Now the characters are water drops again! What does this tell us about the water cycle?	Can your student describe different forms of water? Is your student using appropriate "water" words? (Earth science, vocabulary)
16-17	Where are the characters going now?	Can your student describe the different places that water goes? (Earth science)
18-19	Now what is happening? What do you know now about the water cycle?	Does your student use information from the story to explain the concept? (Comprehension)
21	What do you think will happen next?	Is your student making good guesses about the events in the story? (Comprehension)
27	Was your prediction correct?	If needed, invite your student to reread the last few pages to confirm or correct his or her prediction. (Comprehension)
30	What do you think of the story? What do you think of Ms. Frizzle? Who is your favorite character? Why?	Is your student able to discuss character traits of Ms. Frizzle and others? (Comprehension)

After Reading

***Wrap Up.** Review the water cycle with your reading partner. Invite him or her to look back through the book for information about each phase. If possible, have him or her write a list of steps or draw a diagram that explains the water cycle. Discuss why it is important for us to understand the water cycle.

Write It!

*Invite your student to write about Ms. Frizzle or one of the other characters from the story. He or she may write the character's name at the top of the paper, and then write a list of words or phrases that show what makes the character special or unique.