

# Soak It Up

## Level K



Student Name: \_\_\_\_\_ Accuracy \_\_\_\_\_%

Running Word count: 297

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	<b>What's Happening?</b> Where did the water go? Where did the water go?				
3	Where did the milk go? Where did the sunscreen go?				
4	The water that was on the plate is now in the towel. The water that was on the soil is now in the soil.				
5	The milk that was on the floor is now in the sponge. The sunscreen that was on the skin is now in the skin.				
6	<b>Absorb</b> means to soak up a liquid with a solid. The towel absorbs the water. The soil absorbs the water.				
7	The sponge absorbs the milk. The skin absorbs the sunscreen.				
8	Try this experiment. <b>What you need.</b> Paper towel 2. Small bowls 3. Water 4. Colours of food colouring 5. A spoon <b>What you do</b> 1. Fold the paper towel in half and then in half again.				
9	2. Pour some water into each bowl. 3. Put about 8 drops of food colouring into each bowl. 4. Stir the water in each bowl.				
10	5. Dip one corner of the paper towel into the first bowl of coloured water. 6. Dip another corner of the paper towel into the second bowl. 7. Dip the third corner of the paper towel into the third bowl. 8. Dip the fourth corner of the paper towel into the fourth bowl.				
11	9. Unfold the paper towel. The coloured water was absorbed into the paper towel.				
12	<b>Which Materials Absorb?</b> Try this experiment. <b>What you need.</b> * 6 aluminium pie plates * water * dropper <b>Testing Materials:</b> * a sponge * waxed paper * a food tray * newspaper * a cloth * plastic wrap				
13	<b>What you do.</b> 1 Place one of the testing materials in each pie plate. 2. Squeeze 4 drops of water onto each material. Observe what happens.				



## Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"> <li>• Becomes familiar with story language patterns.</li> <li>• Uses pictures to predict/support the text</li> <li>• Recognizes high frequency words</li> <li>• Attempts to decode unknown words independently</li> <li>• Will read on then revisit to decode</li> <li>• Reads for meaning (it makes sense)</li> <li>• Will reread text to construct meaning</li> <li>• Uses contextual clues to decode unknown words</li> <li>• Can make reasonable predictions</li> <li>• Reads with fluency</li> <li>• Reads with expression</li> <li>• When reading:               <ul style="list-style-type: none"> <li>....omits words from text</li> <li>.... repeats words</li> <li>.... makes substitutions</li> <li>.... inserts additions</li> <li>.... self corrects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ignores sound/letter relationships</li> <li>• Fails to use pictures for support</li> <li>• Limited eight word vocabulary</li> <li>• Will stop at unknown words</li> <li>• Depends upon teacher for support</li> <li>• Reads without meaning</li> <li>• Continues reading after meaning loss</li> <li>• Ignores contextual clues when reading</li> <li>• Hesitant to predict</li> <li>• Reads word for word</li> <li>• Reads with a lack of expression</li> </ul>

Notes: