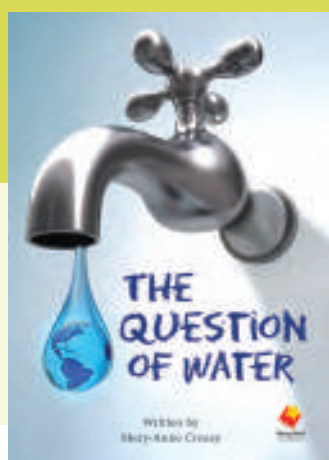


Lesson Plans



The Question of Water discusses the water cycle, how people get water and its uses. It explores waste water and how to ensure we have enough fresh water in the future.

Running words: 1340

Text type: Argument



In *Ming Saves the Day*, people suddenly start getting sick in Ming's village. Ming finds out that it is because their limited water supply is polluted. But when she finds a fresh water spring, the village once again has a clean, fresh water supply.

Running words: 1620

Text type: Narrative

Content vocabulary

black water condensation desalination drought evaporation
grey water groundwater pollution precipitation recycle
reservoirs resource scum sewage treatment plant spring vapour

Phonics

- Recognising the suffix “ation” in words as in *evaporation*
- Identifying “ought” as in *drought, thought*

Text features

The Question of Water

- Fact boxes, labelled diagrams
- Table of information, photographs with captions

Ming Saves the Day

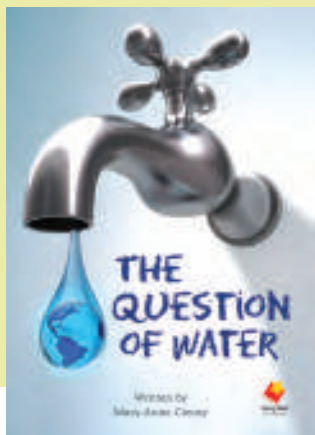
- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Identifying the main ideas and supporting details
- Identifying who is speaking in the story

ELL support	Key concepts	Curriculum links
• Photographs and diagrams support the written text. • Unfamiliar character names can be easily decoded. • There is a clear problem and solution.	• Water is a precious resource that is used by all of us in many different ways. • People have developed many ways to access, use and recycle water.	• Science: Biological sciences • Science

Lesson 1 The Question of Water



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Bring in a glass of water. Ask: *Where do you think this water has come from?* Discuss students' responses. Ask: *Where will this water go if I pour it down the sink?* Discuss students' responses. Ask: *What do we use water for?* List students' responses on a chart.

★ Ask students to talk to a partner about all the ways they have used water that day. Ask: *Is water important to you?* Discuss students' responses.

Vocabulary building

★ Ask each student to turn to a partner and discuss what happens when it rains. Ask: *Where does the water go when it rains?* Discuss students' responses. Say: *We are going to read a book about water and how we use it. What words about water might be in this book?* List students' responses on a chart to create a group list.

Introducing the book

Give each student a copy of *The Question of Water*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Encourage students to look through the book. Ask: *How has the author presented the information in this book?* Draw out that the book has text, photographs, diagrams, fact boxes, etc. Ask: *What do you expect to learn by reading this book?*

Discuss each chapter heading. Ask students to predict the answers to these questions before they begin reading each chapter.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Say: *As you read, think about the main ideas in this book. What details support the main ideas?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book.

What do we use water for? What happens to water we have used? (Literal)

Why are people trying to find ways to make more fresh water? Why do some people on Earth not have enough fresh water? (Inferential)

Has reading this book changed the way you think about water? How? What might you do differently now? (Synthesising)

What message does this book send about water? Do you agree with this message? Why/Why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What was the main idea in this book? How do you know? What can you do to check that you understand the main idea?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could record their reading using an audio recording device. Play back the recordings. Ask: *Was your reading fluent? How could you improve your fluency?*

Word work

Phonics

Write the word *population* on a chart. Circle the suffix – “ation”. Ask students to find other words in the book that have this suffix (*evaporation, condensation, precipitation, desalination*). List these. Ask: *What other words do you know that end like this? Add these words to the list.* Ask: *How does adding this suffix change the meaning of the word?* Draw out that the word becomes a noun (a thing). For example, *condense* is the action (a verb) and *condensation* is a thing (a noun).

Exploring words

Write the following sentence on a chart: “Water is a precious resource that we cannot live without.” Ask: *What does this statement mean?* Discuss students’ responses. Ask: *What purpose does the word precious have in this sentence?* Draw out that it describes what sort of resource water is. Say: *This word is used to describe something, so it is an adjective.* Ask pairs of students to browse through the book to find and list other adjectives (e.g. *new, long, fresh, dirty, huge*). Use students’ words to create a group list.

Writing

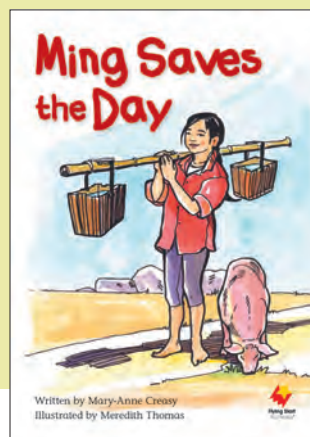
★ Support students by modelling the writing of your opinion on the importance of water. Write a list of words for students to refer to when they are writing (e.g. *resource, recycle, waste, supply*).

Ask: *Do you think water is important? Why?* Discuss students’ responses. Ask students to write an opinion piece explaining why they think water is important. Encourage them to use examples from the text to support their reasoning.

Sharing and presenting

In pairs, students could take turns to read their writing about water to each other.

Lesson 2 Ming Saves the Day



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What do you do when you want a drink of water? Do you think this is the same in all parts of the world?* Discuss students’ responses. Ask: *In what other ways do people get fresh water when they need it?* Draw out that some people don’t have taps in their homes and these people need to get their water in other ways, e.g. from a dam, a tank, a well or a stream.

★ Say: *If people drink water that is not clean and fresh they can get very sick. Some people can even die. We have clean water in our taps but some people do not. How does that make you feel?* Give students the opportunity to talk with a partner about this issue.

Vocabulary building

★ Write the following words on a chart: *drought, water supply, polluted, dam, sickness*. Discuss the meaning of each word. Ask pairs of students to take turns saying each of the words in a sentence. Then ask students to say sentences using two or more of the words.

Introducing the book

Give each student a copy of *Ming Saves the Day*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Ask students to look through the book and look at the pictures. Ask: *What do the illustrations tell you about the story?* Discuss students’ ideas.

Say: *The book we are going to read is about a village that gets its water from a dam. What might happen if the water in this dam gets dirty?* Discuss students’ responses.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *How do you know who said that?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the illustrations and the text in the book.

Why were the people in Ming's village getting sick? What did Ming do to help fix the problem? (Literal)

What sort of personality did Ming have? Why didn't the adults in the story share Ming's positive attitude? (Inferential)

How are Ming, her family and her community similar to you and your family and community? How are you different? (Synthesising)

Do you think what happened in this story could really happen? Why/Why not? What did you learn by reading this book? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *Why is it important to know who is speaking when you read a narrative?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could read the book aloud in small groups. Encourage students to read fluently.

Word work

Phonics

Write the words *drought* and *thought* on a chart. Say: *Look at the letters in these words. What letter pattern do they have in common?* Underline the letters “ought” in each word. Ask each student to turn to a partner and say the sounds these letters make in each word. Ask: *What can you say about the sound or sounds these letters make?* Draw out that the same letter combination can make different sounds in different words.

Exploring words

On a chart, write this sentence from the book (page 17): “And she ran home as quickly as she could.” Say: *This sentence is about Ming. How did Ming run?* Circle the words *home as quickly as she could*. Say: *The word or words that explain how, when or where something is done are called adverbs or adverbial phrases*. Ask pairs of students to find other examples of adverbs or adverbial phrases in the book (e.g. *walking home exhausted, groaning quietly, ran as fast as she could*).

Writing

★ Have students take turns retelling the story to a partner before they create their story map.

Ask students to create a story map using writing and pictures to outline the main events from the story.

Sharing and presenting

Students could take turns giving their opinion on the story and saying why they feel this way.

Talk about the pair

Ask: *What did you learn about by reading these books?* Make a list of students' responses. Ask: *What might you say to someone who is wasting water?* Discuss. Students could then

work in small groups to create posters that advocate saving water. Encourage students to use information from the books to make their posters.

Blackline master

Thinking about water

Read each statement. Put a cross somewhere on the line to show what you think about it. Write reasons to support your opinion.

We should all try to save water.

Agree ←————→ Disagree

Ocean water should be made into fresh water.

Agree ←————→ Disagree

All people on Earth have enough fresh water.

Agree ←————→ Disagree

Assessment

Can the student give his/her opinion on a topic?

Can the student support his/her opinion with facts?

Activity card

Water match



With a partner, cut out the cards below. Place the cards face down. Take turns to flip two cards face up. If the clue and answer on the cards match, that player keeps the pair and has another turn. The player with the most pairs at the end of the game is the winner.

This is the percentage of salt water on Earth.	Turn off dripping taps.	This is a long pipeline that runs through parts of Western Australia.	Have shorter showers.
Water moves from the surface of the Earth into the air and back to the surface again.	This is something you can do to save water.	97%	reservoir
This is something you can do to save water.	The Golden Pipeline	the water cycle	This is an artificial lake made by people to store water in.

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