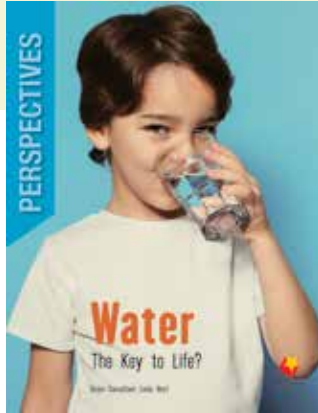


Lesson Plan

Fluent Plus
reading stage

Level 28

PERSPECTIVES

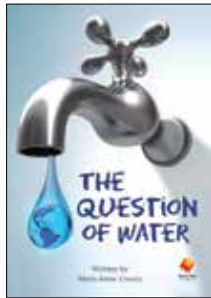


Water: The key to life?

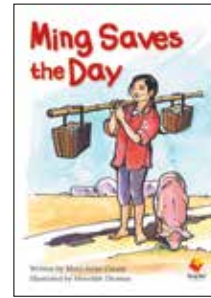
Contents

- Fresh water facts
- Water-saving choices
- Speak out!
- Clean water saves lives!

Paired connected texts



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.



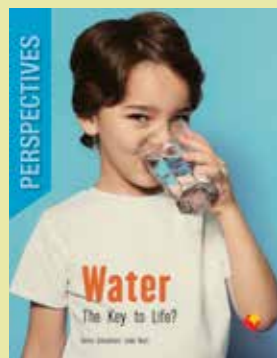
In *Ming Saves the Day*, people suddenly start getting sick in Ming's village. Ming finds out that it is because their limited water supply is polluted. But when she finds a freshwater spring, the village once again has a clean, fresh water supply.

Content vocabulary

bacteria droplets drought evaporate filters fresh water germs ice lakes ponds resources rivers streams survive water vapour wetlands

Key concepts

- Water is precious, and without it we would not survive.
- Not everyone has access to clean, fresh water.
- Saving water is essential for the protection of water supplies.



Initiate ideas

Introduce the book

Say: *Talk with your partner about all the ways you have used water today.*

Show the students the front cover of *PERSPECTIVES: Water: The Key to Life?*

Say: *This book is about water. It has several texts that discuss different points of view about water and why it is important.*

Read the title and ask: *What do you think? Is water the key to life? Why?* Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Water: The Key to Life?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about these questions?*

Have students share their ideas with the group.

Have students turn to pages 6 and 7, and read the introduction aloud to them. Say: *Keep this question in mind as you read the facts.*

Have students read the text independently. Ask: *What fact surprised you? What was the most interesting?* Have students talk with a partner and then share their ideas.

Ask: *Now that you know more about water, what things do you still wonder about?* Discuss as a group.

Respond to the text

Ask: *Is there a lot of fresh water in the world?* Have students talk with a partner.

Introduce the Graphic Organiser: Agree or Disagree?

Say: *Work with your partner to complete Section 1 on your graphic organiser.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students turn to pages 8 and 9, and read the introduction aloud to them. Say: *Read the text independently, and then talk to your partner about what you learnt.*

Ask: *Why are Jade and her family careful about the amount of water they use? What does Jade mean when she says, "every little bit helps"?*

Does your family save water? How? Discuss as a group.

Ask: *What other ways can we save water?* Have students talk with a partner and then discuss as a group. Record students' ideas on a group chart with the heading, "Water-saving Ideas".

Have students turn to the "Speak out!" section on pages 10 and 11 and read the introduction.

Invite a student to read aloud one of the "speak outs" to the group. Ask: *What is your view on this opinion?*

Continue reading and discussing each "speak out" opinion in a similar manner.

Respond to the text

Ask: *What new things are you learning about water? What new opinions are you forming?* Discuss as a group.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to complete Section 2 of your Agree or Disagree? charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Say: *When I need a drink of water, I turn on the tap and fill a glass. The water is clean and fresh, and I drink it. Is everyone able to do this? Why not?* Have students talk about this with a partner.

Have students turn to pages 12 and 13, and read the title to them. Ask: *How can clean water save lives? What might this title mean?* Discuss.

Have students read the text independently. Ask: *What was the most interesting thing about this text?* Have students talk about this with a partner.

Draw a Y-chart on a large sheet of paper, with the headings "Learn", "Feel" and "Wonder." Ask: *What did you learn from this text? How did it make you feel? What do you now wonder about?* Discuss as a group and record students' ideas on the Y-chart.

Respond to the text

Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have and complete Section 3 of your Agree or Disagree? charts.*

Bring it all together

Have students meet with their completed graphic organisers. Invite students to share their Agree or Disagree? charts at a group discussion. Use the students' ideas to record points onto the group chart.

Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. Say: *Think about what you have learnt about water and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Water: The Key to Life?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion now about water? Is it the key to life? Why is it so important?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Concept map

Have small groups of students develop a concept map that shows the array of issues related to water: saving water, water use, providing clean drinking water to people, fresh water supplies, fresh water habitats, etc.

Have the groups present their concept maps to the whole class.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have small groups of students generate a list of ways that water could be saved at school.

Groups could then make signs that remind people how to save water (e.g. fill the dishwasher before turning it on, turn taps off fully, tell someone if you see a dripping tap). The signs can be placed around the school.

Graphic Organiser: Agree or Disagree?

Mark a cross on each line to show your opinions. Write reasons why you think this.

1. Fresh water is precious.

Strongly disagree  Strongly agree

Why?

2. Everyone must save water.

Strongly disagree  Strongly agree

Why?

3. In the future, everyone will have clean, fresh water.

Strongly disagree  Strongly agree

Why?

Flying Start to Literacy Lesson Plan *PERSPECTIVES Water: The Key to Life?* © 2020 EC Licensing Pty Ltd

© 2020 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2020 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Linda Hoyt
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-936-6

