



WEEK 5 Day 4

Read Aloud
Our Earth: Saving Water
 Read 1 of 2, Pages 3-11

Big Idea	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can retell key details from an informational text about saving water. (R.5.K.a, R.5.K.b, K-ESS3-3.) I can ask and answer questions based on the front and back cover of the book (R.8.K.a, R.8.K.b).
Language Objective	I can ask and answer questions in order to determine the meaning of new vocabulary (R.7.K, L.4.K).
Vocabulary	drain: a pipe that takes away water tap: faucet leaky: letting water or a gas come out of a faucet or pipe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Our Earth: Saving Water</i>, Peggy Hock ● <i>Our Earth: Saving Water</i> slides of the full text ● <i>Our Earth</i> series texts for display (optional)
Opening 3 minutes	Introduce the text. <i>We have been learning about how recycling saves natural resources, the things from the earth that we can run out of if we're not careful!</i>

	<p><i>Today we have a new book in the Our Earth Series. Based on the cover, what genre do you think this book is?</i></p> <p><i>That's right, it's a report, a type of informational text, just like the other text by Peggy Hock.</i></p> <p>Refer to the display of the 3 texts in the series.</p> <p><i>Before we begin, let's read the back cover to learn more about what this book is about.</i></p> <p>Read the back blurb. Then set a purpose for reading.</p> <p><i>After we read the first half of this text, we'll retell the most important information we learned about the natural resource water. We'll also ask and answer questions about important new vocabulary in the text.</i></p> <p>Display the table of contents.</p> <p><i>This informational text is organized as a report, with a Table of Contents that tells the main topic of each section. Let's see what topics we'll learn about today.</i></p> <p>Read the first four section titles.</p>
<p>Text and Discussion 10 minutes</p> <p>page 4</p>	<p><i>These words will show up in bold, thick, dark letters throughout the book. The glossary at the back of the book provides the definitions for each word.</i></p>
<p>page 6</p>	<p><i>So water is a natural resource—just like trees—that we need in order to survive!</i></p>
<p>page 8</p>	<p>After reading the full page, invite children to turn and talk.</p> <p><i>What did you learn about salt water?</i></p> <p>As children discuss, invite them to refer to key details in the enlarged text on the projector.</p> <p><i>What are you wondering about saltwater?</i></p> <p>Connect to <i>The Life Cycle of a Salmon</i>.</p> <p><i>Earlier in the year we learned that salmon travel in freshwater. Let's keep reading to see what we learn about freshwater.</i></p>
<p>Key Discussion and Activity 6 minutes</p> <p>page 10</p>	<p>After reading the full page, invite children to Think, Pair, Share.</p> <p><i>What did you learn about freshwater? Remember to use the photograph, labels, and captions to gather important information.</i></p> <p>As children discuss, invite them to refer to key details in the enlarged, projected text on slides.</p>

	<p>After the share, invite the whole group to further discuss key vocabulary from the text.</p> <p><i>What bodies of water have freshwater?</i></p> <p><i>What do we use freshwater for?</i></p> <p><i>What are you wondering about freshwater?</i></p>						
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue to read this text and learn more about how we can save this important natural resource!</i></p>						
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>L.4.K Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p>Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>						
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>What understandings do children demonstrate about key vocabulary? What do they wonder about key vocabulary?</p> <p>Do children ask to go back into the text to see a picture or look for a word?</p> <p>Do children retell key details about saltwater and freshwater?</p> <p>How do children listen to and respond to their peers?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1581 678 1686">Art Table</td> <td data-bbox="678 1581 1409 1686">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1686 678 1759">Art Easel</td> <td data-bbox="678 1686 1409 1759">Children paint water.</td> </tr> <tr> <td data-bbox="451 1759 678 1822">Blocks</td> <td data-bbox="678 1759 1409 1822">Children construct a recycling system.</td> </tr> </table>	Art Table	Children continue to create collages inspired by nature.	Art Easel	Children paint water.	Blocks	Children construct a recycling system.
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	Dramatization	Children add on a restaurant.
	Library & Listening	Children research how to save water.
	STEM	Children continue their Mini Gardens and Composting.

Notes