



WEEK 5 Day 5

Read Aloud
Our Earth: Saving Water
 Read 2 of 2, Pages 12-21

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 Objectives	I can retell key details from an informational text. (R.5.K.a, R.5.K.b, K-ESS3-3) I can compare information from two texts on the same topic (R.11.K.b, R.11.K.d)
Language Objective	I can build off other’s ideas in a triad discussion. (L.1.K.c)
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>Recycle!</i>, Gail Gibbons ● Text Comparison slides ● Unit Question chart <p>On the whiteboard, write: <i>What is similar and different about how two nonfiction authors</i></p>

	<i>teach their readers information?</i>
Opening 1 minute	<p>Introduce the section of text and set a purpose for reading. <i>Today we will read new sections of the book Our Earth: Saving Water. Let's read the section titles in the Table of Contents to preview the topics we'll read about.</i></p> <p>Display the table of contents and read aloud the three section headings: "Down the Drain," "How to Save Water," and "Be a Water Detective."</p> <p><i>After we read these sections, you'll talk with your classmates about ways to save water. We'll also compare this text with other informational texts we've read about caring for the Earth by thinking about this question: What is similar and different about how two nonfiction authors teach their readers information about the Earth?</i></p>
Text and Discussion 7 minutes page 12	<p><i>Why do you think the author decided to show this photograph of gallons of water?</i></p> <p><i>That's right, she wants us to understand how much water we use!</i></p> <p><i>I'm noticing that just like Gail Gibbons, Peggy Hock is using close ups and labels to teach her readers. But there's something really different about how they present information. What is it? [uses photographs, not drawings].</i></p> <p>Harvest responses and prompt by asking about the illustrations.</p>
page 14	<i>What is a leaky faucet? How can you use the photo to help you understand that word?</i>
page 16	<p>Invite children to turn and talk. <i>What are some ways to save water?</i></p>
page 18	<p>After reading the question to readers at the bottom of the page ("Can you think of some other ways to save some?"), harvest 3-4 ideas of additional actions children could take.</p>
Key Discussion and Activity 8 minutes pages 20-21	<p>Read aloud the heading and line of text on page 20, and display the slide with the enlarged image of pages 20-21. Invite children to Think, Pair, Share as they look at the image. <i>How can we save water? Use the images on these pages to discuss some of the ways we can save water.</i></p> <p>Prompt children to refer to key details in earlier pages, as needed.</p> <p>Gather children back as a whole group and display the next slide with the image from the Gail Gibbons text.</p>

	<p><i>Here we have a page from our Gail Gibbons book, Recycle! By looking at these two pages from two different nonfiction texts about caring for the Earth, we can analyze:</i></p> <p>Refer to whiteboard.</p> <p><i>What is similar and different about how two nonfiction authors teach their readers information about the Earth?</i></p> <p><i>What do you notice is similar and different about this page and the page in Our Earth: Saving Water that we just looked at?</i></p> <p>Facilitate a whole group discussion. As needed, prompt with the following questions:</p> <p><i>What is similar about how Peggy Hock and Gail Gibbons present information?</i></p> <p><i>What is different about how they present information?</i></p> <p><i>What is similar about the message that Peggy Hock and Gail Gibbons have for their readers?</i></p> <p>[Peggy Hock uses photographs, but Gail Gibbons used drawings; both authors give steps readers can take to care for the Earth.]</p>
<p>Closing 1 minute</p>	<p><i>In stations next week you'll have a chance to use the information you learned from this text and our other nonfiction texts to draw and write about ways to save natural resources.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p> <p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: humans impact the environment by wasting water; humans can take actions to save water; humans and animals depend on water; the Earth's water is a natural resource that can be used up.</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>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</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.</p>

	<p>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> <ul style="list-style-type: none"> Do children use precise language/vocabulary from the text? Do children ask to go back into the text to see a picture or look for a word? Do children explain some of the ways to conserve water? How do children compare the text with other nonfiction texts in the unit? Do children listen to and build off the ideas of their peers? 														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 768 678 873">Art Table</td> <td data-bbox="678 768 1406 873">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 873 678 940">Art Easel</td> <td data-bbox="678 873 1406 940">Children paint water.</td> </tr> <tr> <td data-bbox="451 940 678 1008">Blocks</td> <td data-bbox="678 940 1406 1008">Children construct a recycling system.</td> </tr> <tr> <td data-bbox="451 1008 678 1075">Dramatization</td> <td data-bbox="678 1008 1406 1075">Children add on a restaurant.</td> </tr> <tr> <td data-bbox="451 1075 678 1184">Library & Listening</td> <td data-bbox="678 1075 1406 1184">Children research how to save water.</td> </tr> <tr> <td data-bbox="451 1184 678 1293">STEM</td> <td data-bbox="678 1184 1406 1293">Children continue their Mini Gardens and Composting.</td> </tr> <tr> <td data-bbox="451 1293 678 1402">Writing & Drawing</td> <td data-bbox="678 1293 1406 1402">Children continue the Capstone Project.</td> </tr> </table>	Art Table	Children continue to create collages inspired by nature.	Art Easel	Children paint water.	Blocks	Children construct a recycling system.	Dramatization	Children add on a restaurant.	Library & Listening	Children research how to save water.	STEM	Children continue their Mini Gardens and Composting.	Writing & Drawing	Children continue the Capstone Project.
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Notes