



Lesson 3

The Water Story



Learning Standards & Assessment



Time



Resources



Activities



Handouts



Video





English Language Arts

Big Ideas

- ▶ Stories and other texts connect us to ourselves, our families, and our communities.
- ▶ Playing with language helps us discover how language works.

Content

- ▶ Story/text
 - elements of story
- ▶ Strategies and processes
 - reading strategies
- ▶ Language features, structures, and conventions
 - word patterns, word families
 - conventions (punctuation, capitalization etc.)



60-120 minutes



Educator's Kits, including hardcopy lesson plans and support materials, are available for loan through the CRD. For pickup locations, print-friendly materials and multimedia tools see www.crd.bc.ca/teacher or contact the CRD at 250.360.3133.

Lesson 3: The Water Story

Purpose

This lesson uses the story from the video: *'Down the Drain and Back Again'*, to help students build reading comprehension skills. The emphasis is on organizing information in chronological order. The lesson also includes a co-operative group activity that helps students build their collaborative and problem-solving skills.

Preparation

1. Photocopy at least two copies of the teacher resource, 'The Water Story', and cut each one into 10 strips.
2. Photocopy the Student Handout: The Water Story and Water Word Map (1/student).
3. Cut a piece of string 10 metres long.
4. Post chart paper.

Procedure



Video - Down the Drain and Back Again

1. Screen the video *'Down the Drain and Back Again'*. If you are conducting this lesson immediately after Lesson 2, you may choose to eliminate this step.



Vocabulary and Word Maps

2. Write the following vocabulary on the board and have students create a word map for
 - **Wastewater** — used water that goes down indoor drains
 - **Pollute** — the action of making something unclean

Note: Stormwater is used water that goes down outdoor drains

Teacher Resources

- ▶ *'The Water Story'*
- ▶ Assessment Tool: *'The Water Story'*
- ▶ Optional Assessment Tool: Conferencing - *'The Water Story'*

Student Resources

- ▶ Handout *'The Water Story'* (1/student/or group)
- ▶ Group activity option-*Our Water Story Comic* (1/students or group)
- ▶ Water Word Maps (2/student)
- ▶ Adapted Activity: Video Reel

Lesson Resources

- ▶ Video: *Down the Drain and Back Again* (15 mins)
- ▶ Computer and projector or TV and DVD player
- ▶ Chart paper and tape
- ▶ String approximately 10 metres long
- ▶ *'The Water Story'*



Retelling stories

3. Review the elements of stories - characters, setting, structure (beginning, middle, and end). Select a familiar story (e.g., a fairy tale), and ask students to identify the elements of that story.
4. Reviewing the story from the video, ask students to identify the beginning, middle, and end of that story. For example:
 - beginning - Dana and Dylan are wasting and polluting water in the bathroom when they meet Sprinkle, who tries to tell them why it is important not to waste or pollute water
 - middle - turned into water drops, Dana and Dylan go on a journey through the water cycle
 - end - returned to their bathroom and turned back into children, Dana and Dylan tell Sprinkle that they have learned their lesson.
5. Divide the class into 10 groups, and give one of the story strips (from the teacher resource) to each group in random order. Have one student from each group read her or his strip aloud to the class; assist as necessary.
6. Explain to students that their task is to re-create the story from the video by putting the 10 strips in the correct order. Once they have agreed on the correct order, they should use the string to line themselves up from beginning to end.
7. Review the guidelines for co-operative work, and facilitate the process as necessary.
8. Tape the strips in order on the chart paper.
9. Distribute the student handout, *'The Water Story'*, and read it as a class. Compare this correct version to the version students created in the group activity. Were they right? Make changes as necessary.
10. Encourage students to use the extra space on the handout to make notes or draw sketches related to the story.



Assessment Opportunity

- ▶ Observe students as they complete the task
- ▶ Use *'The Water Story Assessment Tool'*, as a checklist or rating scale to assess their co-operative group work.
- ▶ If using SmartBoard technology, have students create a silent video. They may use the comic strip handout to draft a storyboard.

Curricular Competencies

Look for evidence that students are able to:

English Language Arts

- ▶ Comprehend and connect (reading, listening, viewing)
 - Read fluently at grade level
 - Use sources of information and prior knowledge to make meaning
 - Use developmentally appropriate reading, listening and viewing strategies to make meaning
 - Recognize the structure and elements of story
- ▶ Create and communicate (writing, speaking, representing)
 - Exchange ideas and perspectives to build shared understanding

Extensions and Adaptations

Venn Diagram

Reinforce viewing and reading strategies by highlighting self-text, text-text, and text-world connections, such as:

- a magical creature like Sprinkle
- beginning and ending at the same place
- an adventurous journey/trip
- a brother and sister sharing the adventure

Have students create a Venn diagram or web to illustrate the similarities and differences between *Down the Drain and Back Again* and another familiar story.

W5

Use a W5 approach (who, what, where, when, why) to have students analyse the story of *Down the Drain and Back Again*. Write these five categories on the board, and ask students to define each. For example:

- who — Dylan and Dana, as well as Sprinkle and several water drops
- what — a trip through the water cycle
- where — Greater Victoria
- when — now/any time
- why — to learn why it is important to conserve water and avoid pollution

Video Reel

As an alternative to reading exercises have students place images taken from the video in order.

Curricular Integration

Arts Education (Visual arts): Have students draw their own pictures to illustrate the 10 story points as outlined in the student handout, *The Water Story*, creating a storybook or cartoon strip. Students may work in groups to complete this task, with each taking responsibility for drawing one or two scenes.



The Water Story



Dylan and Dana are wasting water in their bathroom and Dana flushes garbage down the drain.



Sprinkle tells Dana and Dylan that it is important not to pollute or waste water.



Sprinkle turns Dylan and Dana into water drops and they fall down the drain.



Dana and Dylan travel through the drains with some litter.



Dylan and Dana flow through the wastewater screens and out into the ocean. The litter is captured by the screens.



Dana and Dylan see people down below them who are using water wisely.



Dylan and Dana condense into raindrops and land in a creek.



Dana and Dylan float down the creek into the Sooke Lake Reservoir.



Dylan and Dana go through the Intake Tower and end up back in their own bathroom.



Dana and Dylan tell Sprinkle that they know it is important to protect and conserve water.

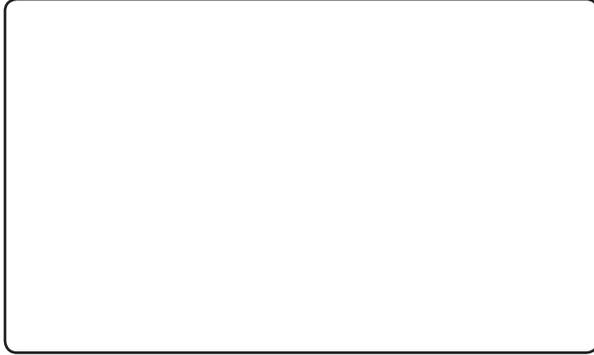


Our Water Story Comic

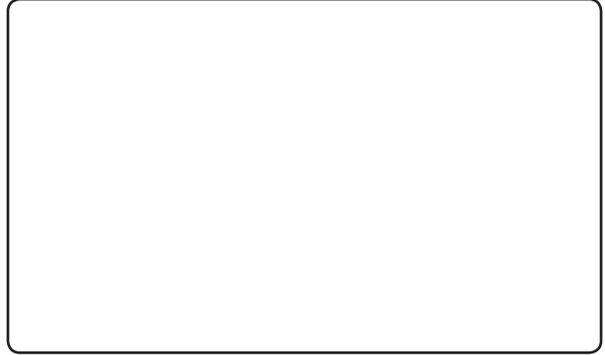
Name(s): _____ Date: _____

Draw your comic to tell the water story.

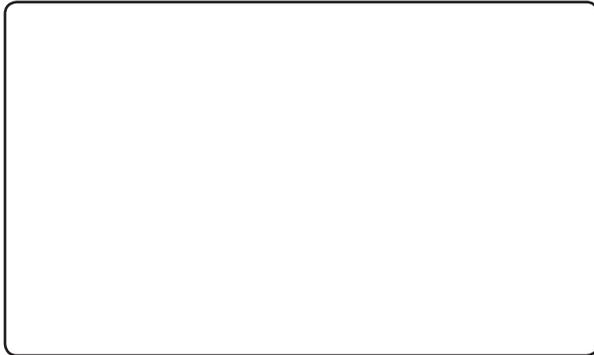
Dylan and Dana are wasting water in their bathroom and Dana flushes garbage down the drain.



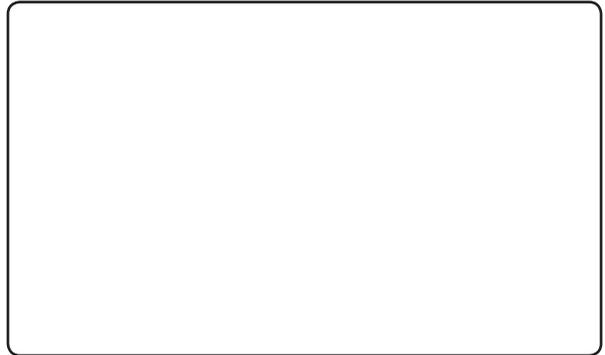
Sprinkle tells Dana and Dylan that it is important not to pollute or waste water.



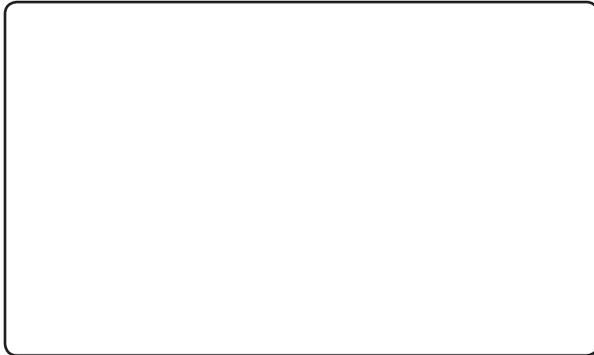
Sprinkle turns Dylan and Dana into water drops and they fall down the drain.



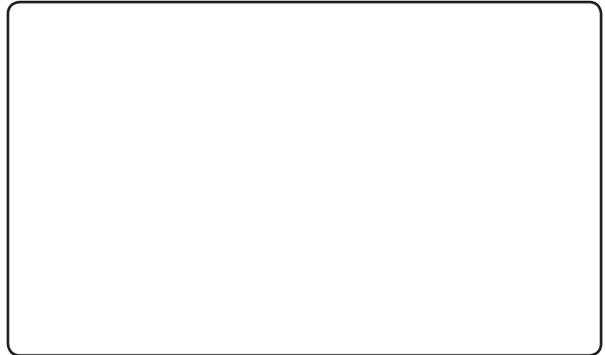
Dana and Dylan travel through the drains. They flow through the wastewater screens and out into the ocean.



Dylan and Dana evaporate and turn into clouds.



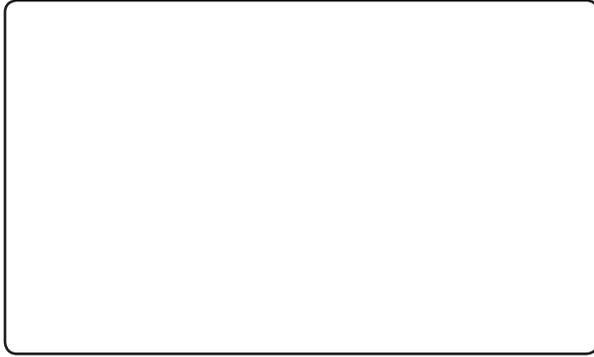
Dana and Dylan see people down below them who are using water wisely.



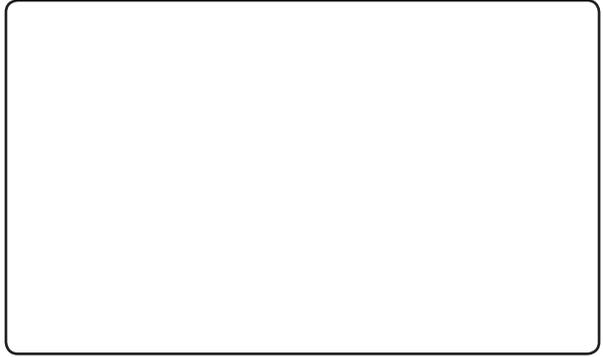


Our Water Story Comic

Dylan and Dana condense into raindrops and land in a creek.



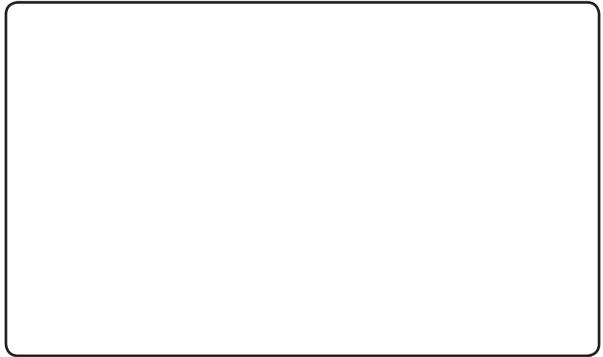
Dana and Dylan float down the creek into the Sooke Lake Reservoir.



Dylan and Dana go through the Intake Tower and end up back in their own bathroom.



Dana and Dylan tell Sprinkle that they know it is important to protect and conserve water.





The Water Story - Answer Key

Dylan and Dana are wasting water in their bathroom and Dana flushes garbage down the drain.

Sprinkle tells Dana and Dylan that it is important not to pollute or waste water.

Sprinkle turns Dylan and Dana into water drops and they fall down the drain.

Dana and Dylan travel through the drains with some litter.

Dylan and Dana flow through the wastewater screens and out into the ocean.
The litter is captured by the screens.

Dylan and Dana evaporate and turn into clouds.

Dana and Dylan see people down below them who are using water wisely.

Dylan and Dana condense into raindrops and land in a creek.

Dana and Dylan float down the creek into the Sooke Lake Reservoir.

Dylan and Dana go through the Intake Tower and end up back in their own bathroom.

Dana and Dylan tell Sprinkle that they know it is important to protect and conserve water.





Assessment - The Water Story

Students Name												
Learning Standards: English Language Arts												
Read fluently at grade level												
Make connections and use background knowledge to show understanding												
Use decoding skills and reading strategies to decipher text												
Understand beginning, middle, and end of story/text												
Make connections with self, text, and world												
Exchange ideas and perspectives to build shared understanding												
Scale: 1= emerging 2= developing 3=proficient 4=extending												



Conferencing - The Water Story

1. *Select 5 or 6 of the sentence strips from the teacher resource 'The Water Story' (the first, the last, and three or four from the middle).*
2. *Lay the six strips in random order, and ask students to put them in the correct order. To help guide students, you may choose to prepare a sheet with column headings (Beginning, Middle, and End) and have students sort the sentences into the correct columns.*
3. *Use prompts such as the following to encourage students to explain their choices:*
 - *In the beginning of the story...*
 - *In the middle of the story...*
 - *At the end of the story...*
 - *_____ happened after _____ happened.*
 - *_____ happened before _____ happened.*

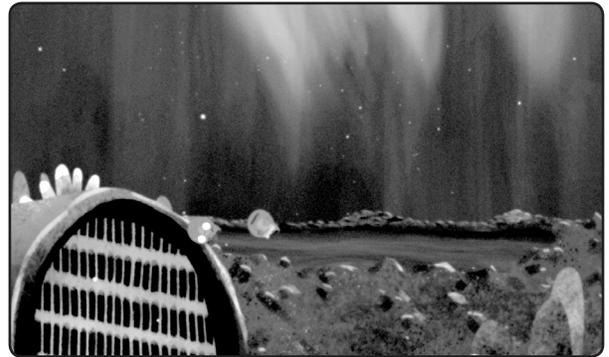
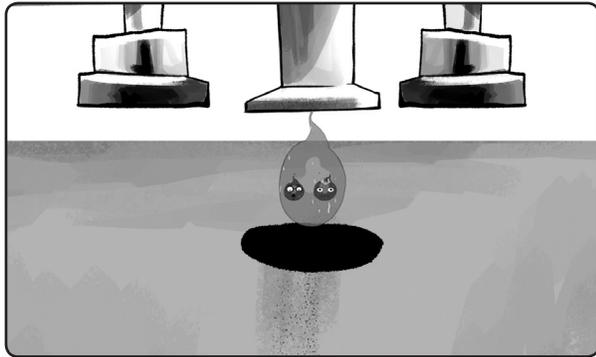
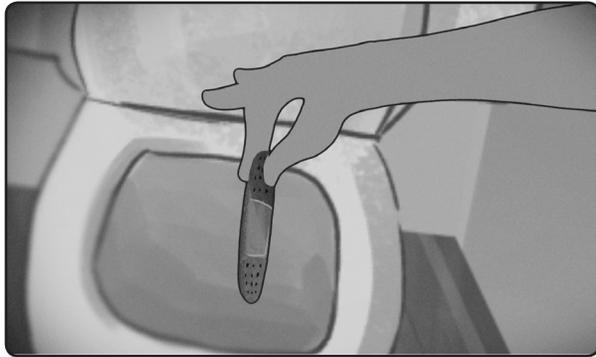
Use criteria such as those outlined in the assessment tool, 'The Water Story', as a checklist or rating scale to assess students' work.

Alternately to criterion scale above, refer to BC Ministry of Education's Performance Standards for detailed criterion.



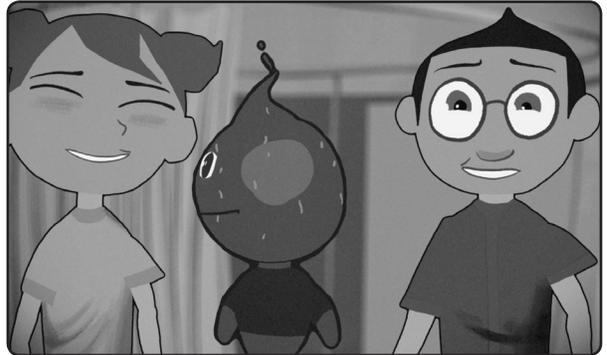
Video Reel

Put the images in the same order as the video.





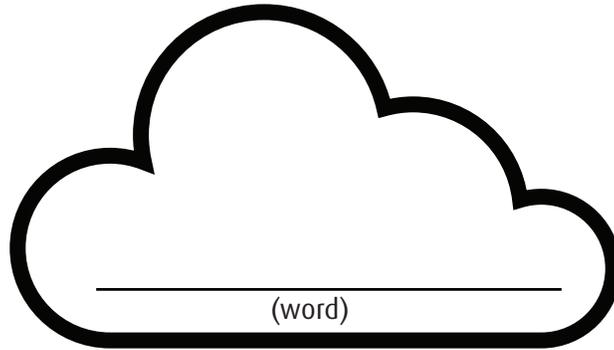
Video Reel





Water Word Map

Name: _____ Date: _____



Draw it:

Define it:

Use it in
a sentence:

