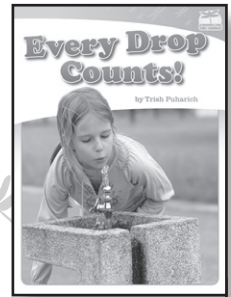


# Every Drop Counts

by Trish Puharich



## Overview

This book explores water, one of Earth's most essential natural resources. The simple text is displayed in a visually appealing way with highlighted facts, a diagram, and bold headings. (Big idea: People need to use resources carefully.)

### Suggested purposes

This book supports the following **comprehension strategies**:

- analysing and synthesising ideas and information **AS**
- summarising the main ideas. **SUM**

It supports the following **non-fiction strategies**:

- gathering information from photographs
- using a flow diagram to understand the water cycle
- using bullet points to list ideas
- using captions to explain photographs
- using a glossary (boldface type).

### Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *carefully, need, resources, save*
- Content words – *animals, bath, clouds, countries, cycle, differences, drinking, drop, drought, Earth, energy, fresh water, gallons, irrigation, lakes, litres, oceans, people, plants, rain, reservoirs, rivers, showers, swimming pool, tap, teeth, washing, water*
- High-frequency words – *all, as, from, get, have, how, made, make, not, off, one, our, over, some, that, there, they, too, what, when, with, your*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (conserving water), which expands on pages 8 and 9 of the anchor book *Helping Planet Earth*
  - preview question on the back cover
  - layout shape of a water drop
  - bold type
  - photographs
  - flow diagram to explain water cycle
  - captions give startling facts in photos
  - close-up photos
  - glossary
  - bulleted list
- Word study:
  - initial consonant blends – “pl-”, “st-”, “fr-”, “dr-”, “cl-”
  - final consonant blend – “-st”
  - digraph sounds – “th”, “sh”, “ch”, “wh”
  - contractions – *can't, don't, doesn't*
  - compound words – *whenever, everyone, inside, without, everywhere, sometimes*
- Questions to introduce the topic
- Exclamation marks to add emphasis



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Discuss what we use water for. Prompt the students by using the vocabulary in the book.

- *What do you use water for?*
- *Why do we need water?*
- *Where do we get water?*
- *How careful are you with water? Do you think about it?*

## ELL support

It can sometimes be difficult to maintain high expectations of ELL students when they don't express themselves well or don't understand. It's important to remember that a lack of proficiency in English does not mean they lack the ability to think critically and understand concepts.

## The first reading

**AS** **Page 2 – (Analysing and synthesising)** Discuss the question and answer. *Is this the answer you thought of? Focus on the photograph. How does this photograph link to the title?* (drops of water)

**Page 3** – Discuss the pictures in the droplets. *What other ways do you use water? What is the author's message?* (We can't live without water.) Draw out the idea that water is essential – we need it to live. *Why is "resources" in bold?* (draws our attention to an important word about water, which is defined in the glossary) Help the students to use the glossary.

**AS** **Pages 4 and 5 – (Analysing and synthesising)** Point to the photographs on page 4. *What do they have in common?* (about drinking water) *Where does the water you drink come from?* Point to the orange sections of text. *These are called captions. What do they have in common?* (both labelled "Water Fact!") *What can you say about these facts?* (dramatic, tell us why we need water) *What message do you get from these pages? What do they make you think about? What do you think the author will tell us next?*

**AS** **Pages 6 and 7 – (Analysing and synthesising)** Help the students to clarify the meanings of "fresh water", "reservoirs", and "irrigation" by using the glossary. *What is the purpose of the caption on page 7? What does the text say about the differences in water? (fresh/salty) The author has told us about different kinds of water, but she hasn't explained how water gets into the oceans, rivers, and lakes. What might she explain next?*

## Introducing the book

**Front cover** – Discuss the photograph. *What is the girl going to do? Where do you think she is?* Read aloud the title and the author's name. *What does "every drop counts" mean?*

**Back cover** – Read aloud the preview question. Help the students to make connections with their own experiences.

**Using the flap** – Read aloud the text, and (if relevant) remind the students that they have read this in *Helping Planet Earth*. Read aloud the other side. Tell the students that they can point out the anchor words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – Read aloud the title. Discuss the photograph. *How do the photograph and the title convey a message? What does the author want us to think about?*

**Pages 8 and 9 – (Analysing and synthesising)** **AS** Discuss the diagram. *Why has the author included this diagram?* Draw out that she wants us to think about the importance of water as well as where it comes from. *What features of the diagram help you understand the water cycle?* (numbers, arrows, photographs, facts) Have the students find the meaning of "evaporate" in the glossary.

**Pages 10 and 11 – (Analysing and synthesising)** **AS** Have the students find "drought" and "pollute" in the glossary. *How does the photograph on page 10 add to the meaning of "drought"? How does the photograph on page 11 add to the meaning of "pollute"?*

**Pages 12 and 13 – (Analysing and synthesising)** **AS** *What is the author's message? Why has she repeated "We need to"?* (for emphasis) *How important is this message? Why?* (We need to share water because there are a lot of people, so we need to use it carefully.)

**Pages 14 and 15 – (Analysing and synthesising)** **AS** Have the students find "energy" in the glossary. Point to the list and explain that we can use bullet points to introduce different ideas. *The author has suggested three ways to save water. What other ways are there? How could you remind yourself to do these things? After reading this book, what do you think "every drop counts" means?* **(Summarising the main ideas)** Review the list of important points about "Every Drop Counts". **SUM**

## Vocabulary activity

### Focus word: waste

1. Reread the first sentence on page 11. *Sometimes people waste water.*
2. Say “waste” with me.
3. Explain that waste means to throw away or misuse something. The opposite of wasting something is using it carefully. *When we let water run without using it, we are throwing it away.* Emphasise that when we waste something, we may not have enough when we really need it.
4. Explain that we waste many things without thinking about it. We waste things when:
  - we throw away paper when we could use both sides
  - we throw away food instead of eating it
  - we don’t do what we are supposed to do (wasting time).
5. Play a game called Other People’s Treasure. The students decide whether an object could be thrown away or used again. Choose from examples such as the following:
  - a piece of paper
  - an empty plastic bottle
  - an old magazine.
6. *What is the word we’ve been learning that means to throw away or misuse something? Say “waste” with me.*

## ELL activity

### Language objective: Studying compound words

- Write the following compound words on the board: whenever, everywhere, inside.
- *Let’s read these words. What do you notice about them?* Encourage the students to understand that they are two words joined together to form a new word.
- Draw a line through the words to show where the two words join. (when/ever, every/where, in/side)
- These words are compound words. *Let’s say that together. What is a compound word?*
- Do a compound word scavenger hunt.
- Tell the students that you want them to look for compound words as you read. They can place sticky notes on the ones they find.
- When you have finished reading, have the students share the compound words they found. Draw their attention to any they may have missed.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text. Observe their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

### 2. Stop and learn

#### a. Decoding/word attack activities

##### Practising writing questions

- Reread page 2. Focus on the question “What am I?”
- Explain that a question always has a question mark.
- Have the students say the sentence using the correct expression.
- *What questions do you have about water?* Record these on the board.
- Have the students reread pages 5, 10, and 12 and write a question for each page.

##### Practising writing compound words

- Write “everyone” on the board. Have the students read it aloud and clap the syllables.
- Explain that this is a compound word because it is made from two smaller words (“every” and “one”).
- Follow the same procedure with the following words: inside, whenever, nothing, sometimes, without, everyone, everywhere.

##### BLM – Practising writing compound words

The students can practise writing compound words by matching the two lists of words. Then they can write the correct compound words in the spaces provided.

#### b. Comprehension activities

- Discuss how the words, diagram, and photographs in the book gave us information. *What did the author want us to remember?* (to use water carefully) Point out that the book includes facts about water. *Why are facts useful?* Have the students think about how the information has affected them. *Why do you need water? Since reading this book, have you changed the way you use water? How can you tell someone else about the message in this book?*

- Turn to pages 8 and 9 and tell the students that they are going to visualise water moving through its cycle. They could imagine that they are a part of the water cycle. Prompts:
  - Evaporation: *It is a hot day. Steam is rising from the lake, and water is being drawn into the sky.*
  - Clouds: *It is getting colder and colder. Raindrops gather and clouds begin to form, making different shapes in the sky.*
  - Rain: *The raindrops are getting heavier and heavier. The clouds can't hold them. They begin to fall towards Earth.*
  - River, lake, or ocean: *The raindrops find their way to a river, lake, or ocean.*
  - Reservoir: *The water is rushing through a dark pipe into a cool, still pool.*
  - Using the water: *A person turns on a tap. The water rushes through a hose and drips to the ground. The water is getting dirty – it is full of dirt and dust. It finds its way to a drain and rushes down a pipe and towards a factory. At the factory, it becomes clean. Then it rushes through another pipe towards the ocean. It is a hot day. The water begins its journey to the sky again.*

BLM – Summarising the main ideas using a word web  
 The students can write down some of the things they have learned from the book. They can think about the knowledge they gained.

### c. Writing activities

Have the students:

- list how people use water
- design signs to place near taps, reminding people to use water carefully
- write a persuasive argument about why we should care about water
- design a poster about saving water by working in groups such as the following:
  - Group 1: Design a poster showing why we need to use water wisely.
  - Group 2: Write a list of ways to use water wisely.
  - Group 3: Write a list of ways that people waste water.

### 3. Suggestions for further activities

- Find out more about reservoirs.
- Visit a water treatment station.
- Create a water cycle evaporation model. For example, grow a plant in an airtight jar.
- Make up a dance about the water cycle.