



ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR TEACHERS:

- x Review student instructions.
- x Familiarize students with their glossary . It is located in Appendix A (Glossary; all students to use the glossary throughout the lesson.
- x Pre-teach the vocabulary selected for extended instruction, provided as word cards in Appendix B (To48 re W* n BT /TT0 1 Tf 0 Tc 0 Tw 0 Ts 100 Tz 0 Tr05 /

THINKING LOG

INSTRUCTIONS FOR TEACHERS:

- x Read the guiding question and text aloud to students, modeling appropriate pace and intonation.
- x During the read-aloud, define words and phrases in context that students are unlikely to know, drawing definitions from the glossary when you can. Translations, examples, gestures, and visuals also help.
- x Ask students to read the text on their own and work with a partner to answer supplementary questions.
- x Ask students to use their glossary to help them with word meanings.
- x Call on pairs to answer the supplementary questions.
- x Discuss the guiding question(s) as a group and then have students write the answer in their student chart.

INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, work with a partner to reread the text and answer the supplementary questions. Use your glossary to help you. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

GUIDING QUESTION : Why is it important to understand how valuable the resource of water is for all of us living on Earth?

Why Care about Water

http://video.nationalgeographic.com/video/environment/freshwater/env_freshwater-why_care/.

Water is the basis of life and only a tiny share of all the water on Earth is fresh and renewed by the water cycle. If you took all the water in the world and put it into a gallon jug, less than one teaspoon of it would be available to us.

We're overusing it. We're overtopping rivers and we're overpumping groundwater.

2. The water cycle is when water evaporates, or turns into steam, becomes clouds, and then rains or snows back to earth. How much water on Earth is fresh and is renewed, or comes to us by the water cycle?

There is only a tiny amount of water on Earth that is fresh and renewed by the water cycle.

3. What example does the author use to describe how much water on Earth is available to us? The author uses the example of a full gallon jug. Only one teaspoon of the jug would be water that is available to us.

4. What does it mean to overuse a tap and a pump?

The prefix over- means too much. We are using too much water. We are tapping, or taking, too much water from rivers. We are pumping too much water from under the ground.

5. At this time in history, what is it that a billion people do not have?

At this time in history, a billion people do not have access to clean water for drinking.

6. At this time in history, what do three billion people not have?

At this time in history, three billion people do not have access to sanitation.

7. What is another way of saying that water is an issue, or problem, around the world and an issue where we live?

Water is a global issue.

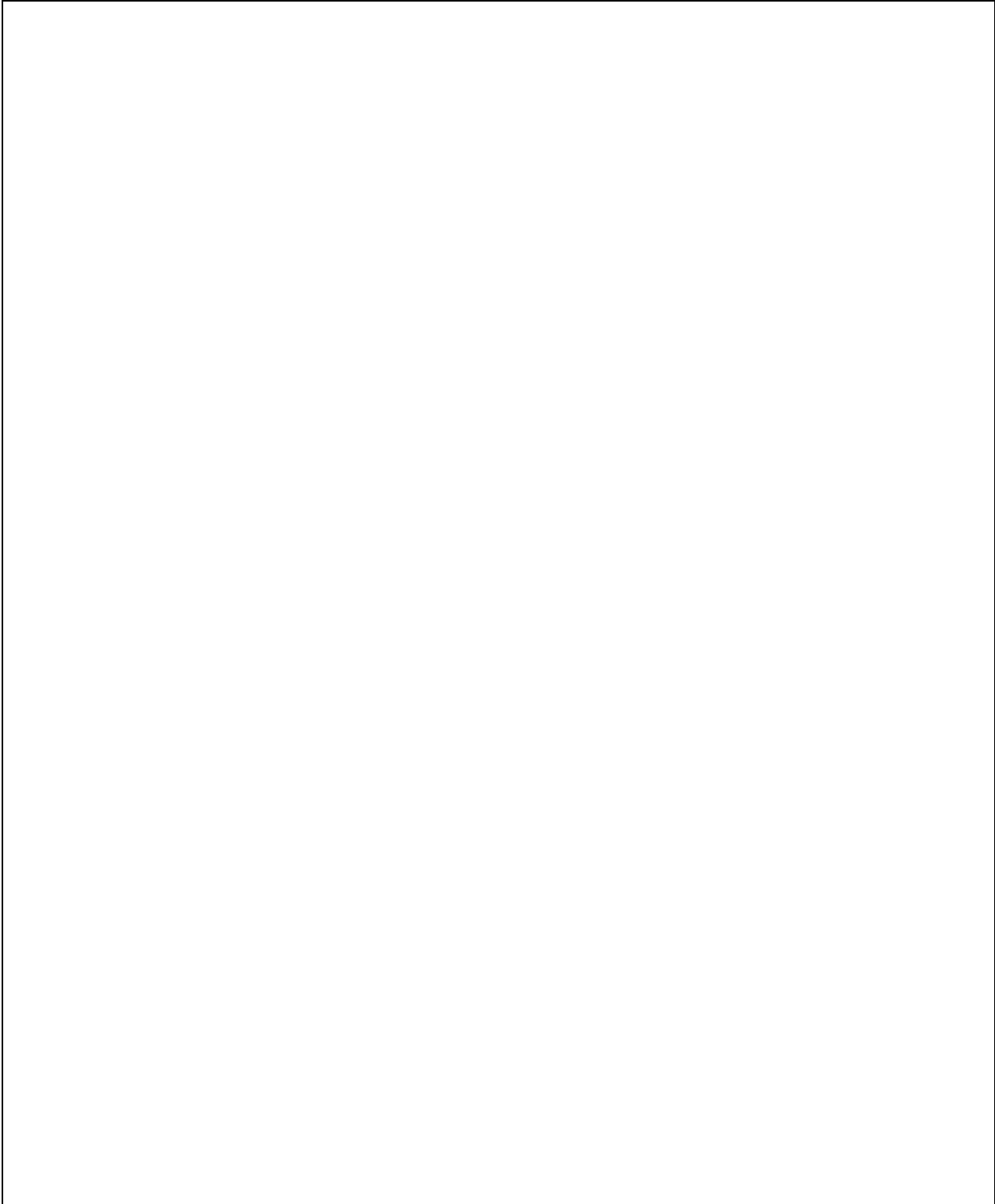
It means that we forget that Earth is a hydrosphere, where water in one place can end up in another place.

9. What example is given for the way water is connected all over the earth?

The same water that was in the Ganges River could over time be in the Hudson River or could fall as rain in Africa or be used to make tea for the Queen of England.

10. How much water do most Americans use compared to most people around the globe (the earth)?

It means that most Americans use more (more/less) than most people around the globe.



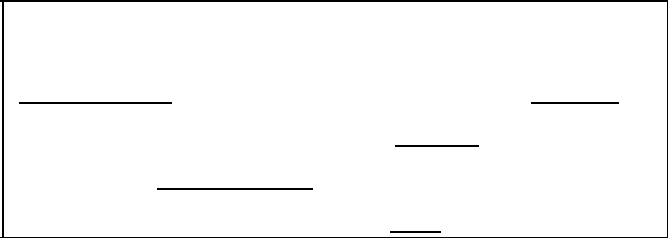
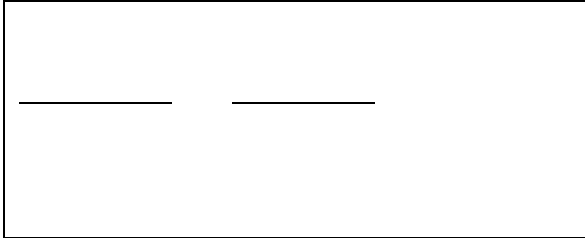
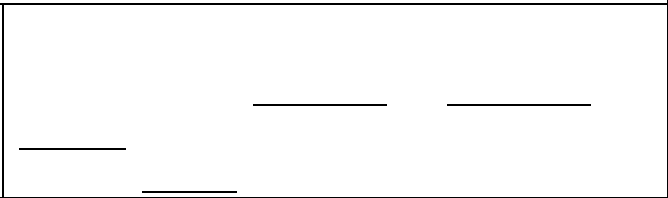
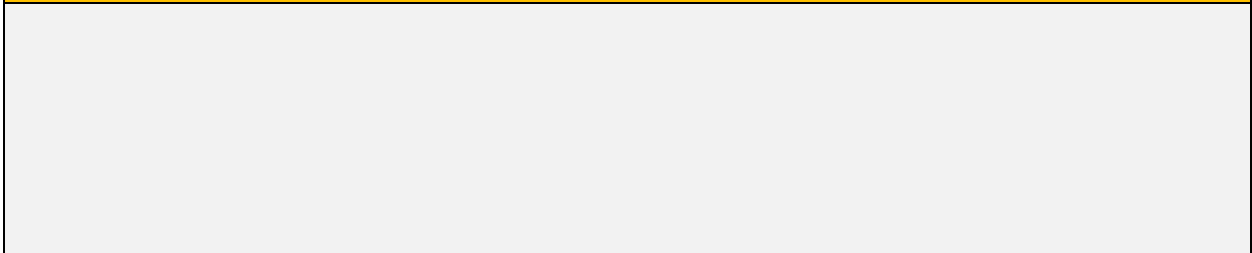
RESPONSE TO GUIDING QUESTION(S) :

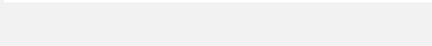
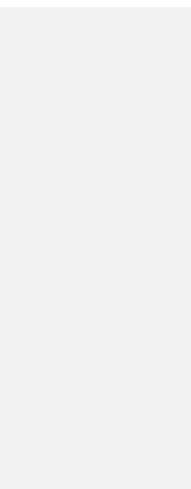
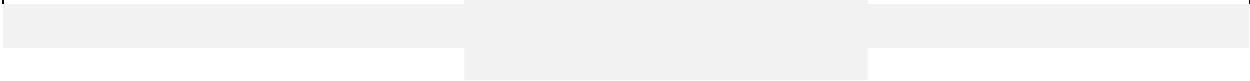
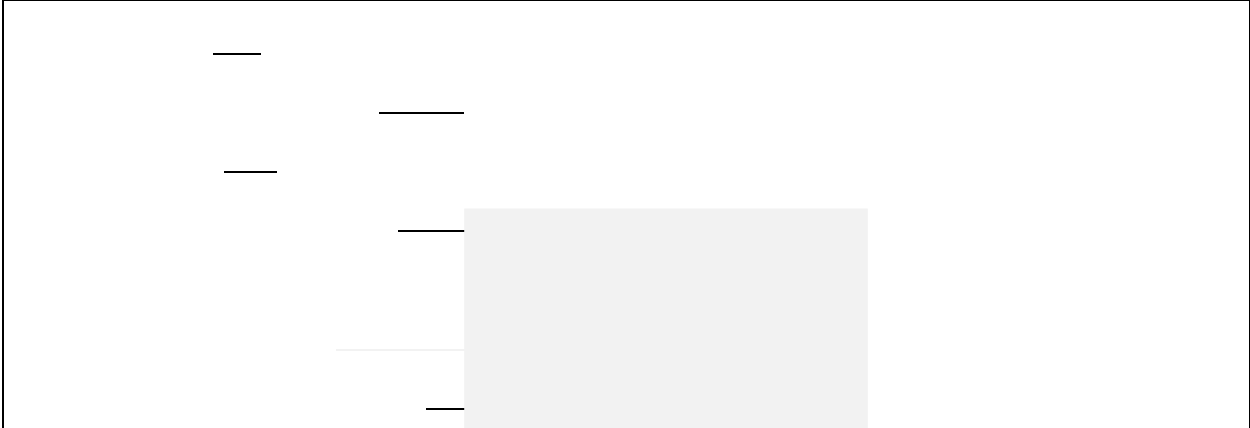
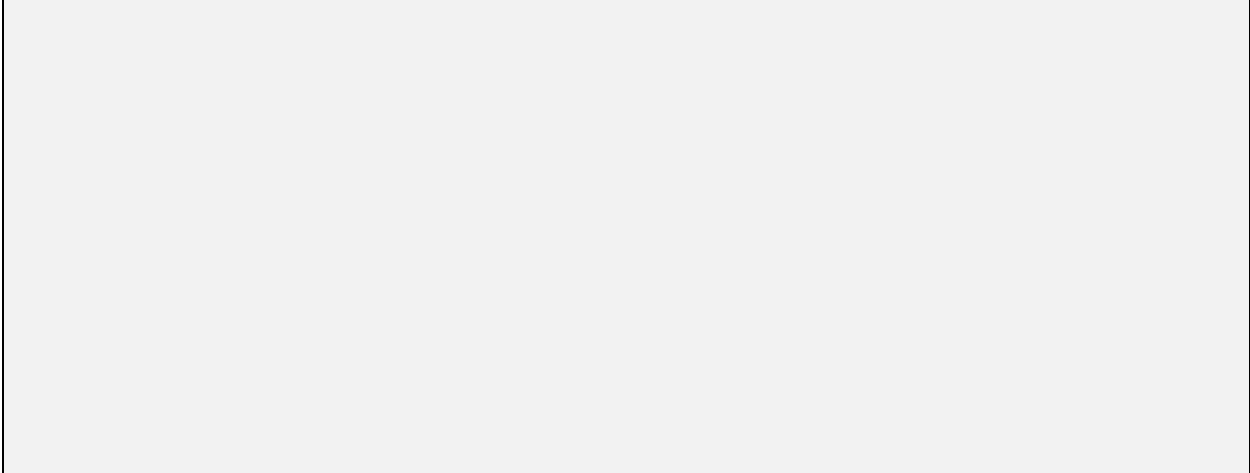
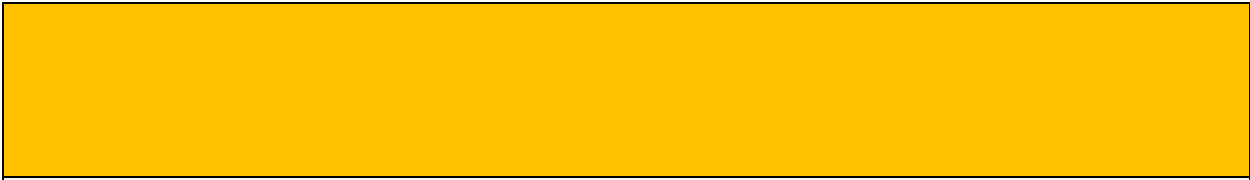
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WATER NOTE -CATCHER

INSTRUCTIONS FOR TEACHERS

x

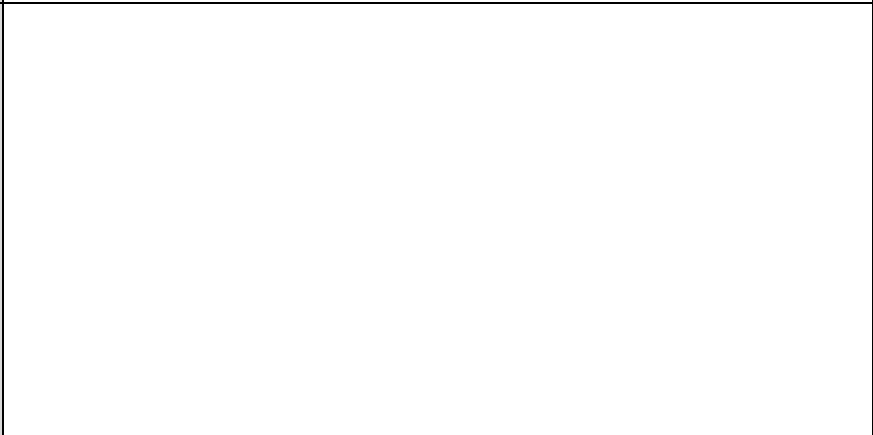
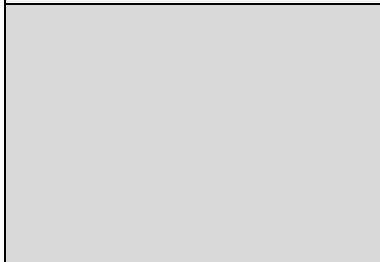




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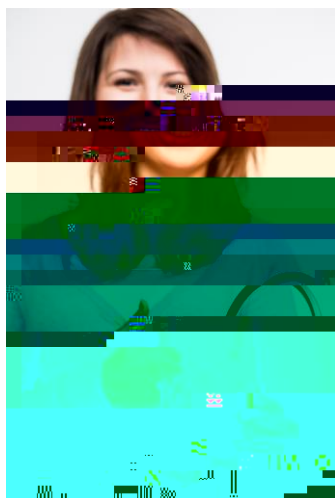
- x Review student instructions with the whole class.

INSTRUCTIONS FOR STUDENTS:



Appendix B: Teacher Resources

for granted



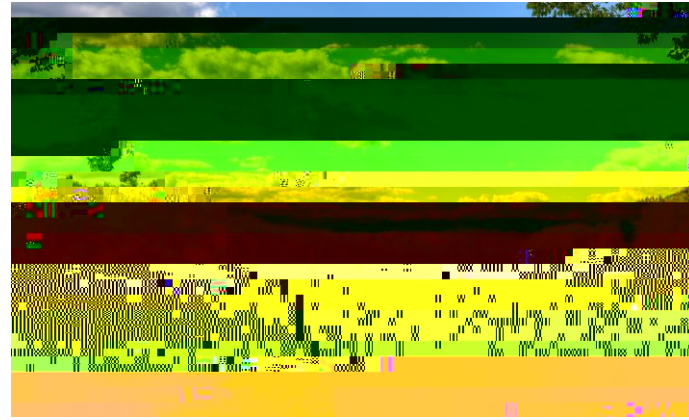
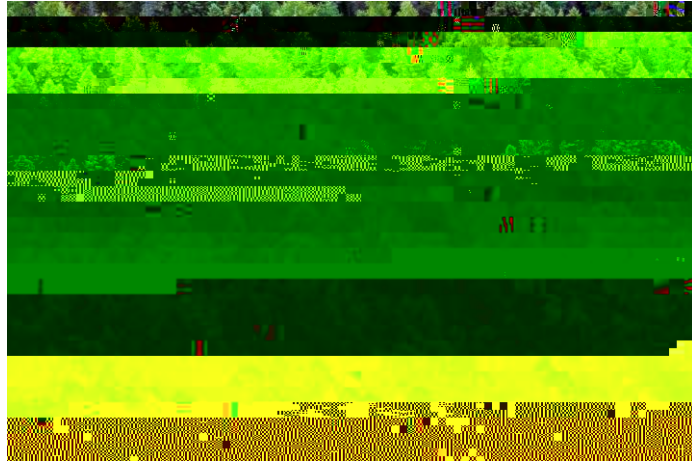
- x Look at the first picture. This girl knows that she can have water every time she turns on a faucet. She can take water for granted; she does not have to worry about water.

- x Now look at the second picture. These girls have to carry water from far away. They have to carry all of the water for their family every day. They do not take water for granted. They have to work hard for water.

- x To take something for granted is to assume, or think, that it will always be there without any effort or work.

- x Partner talk: Can you think of something you take for granted?

resource



- x Look at the pictures. These are all pictures of natural resources
- x A resource is something good or helpful that we are able to use. Natural resources are useful things that grow or exist in the world.
- x Partner talk: Look at each of the pictures. What do we use these resources for? What will happen if we use them all up? Are there replacements if these things disappear? What might they be?

