

UNIT B: LESSON 2

LEARNING TARGETS

INSTRUCTIONS FOR TEACHERS:

- ◀ Refer students to the standards and objectives.
- ◀ Review the standards and objectives with students one at a time.
- ◀ At the end of the lesson, ask students what they did in class to meet the standards.

INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

Learning Target:

I can determine the main ideas and supporting details in the article *Water Is Life*.

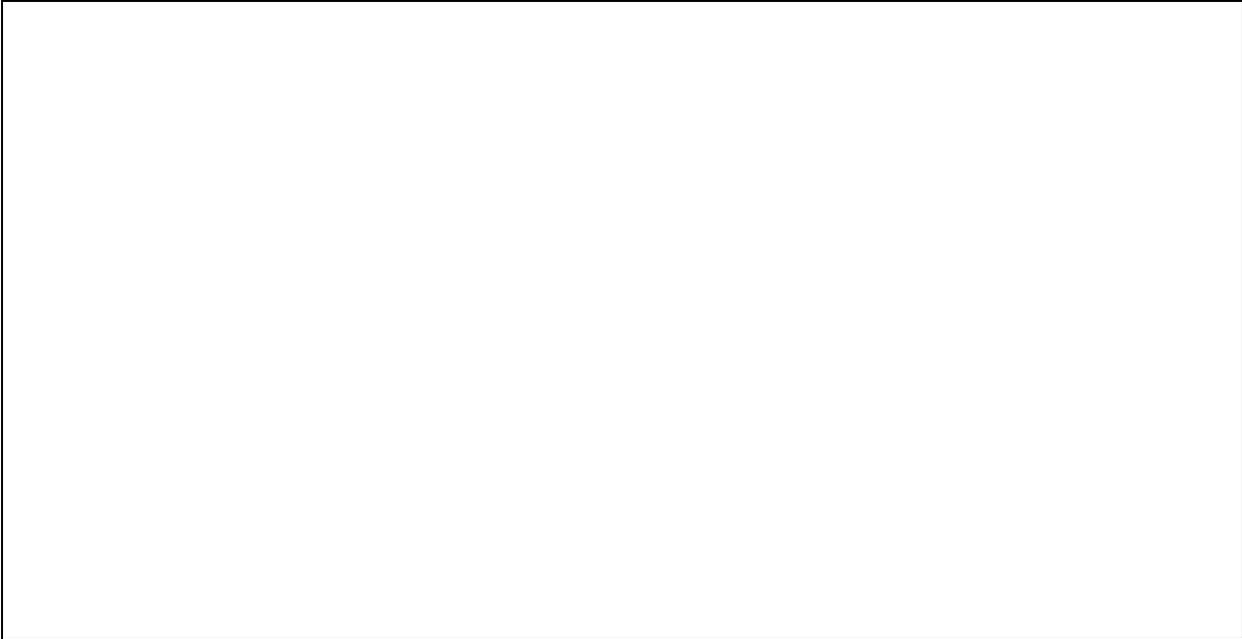
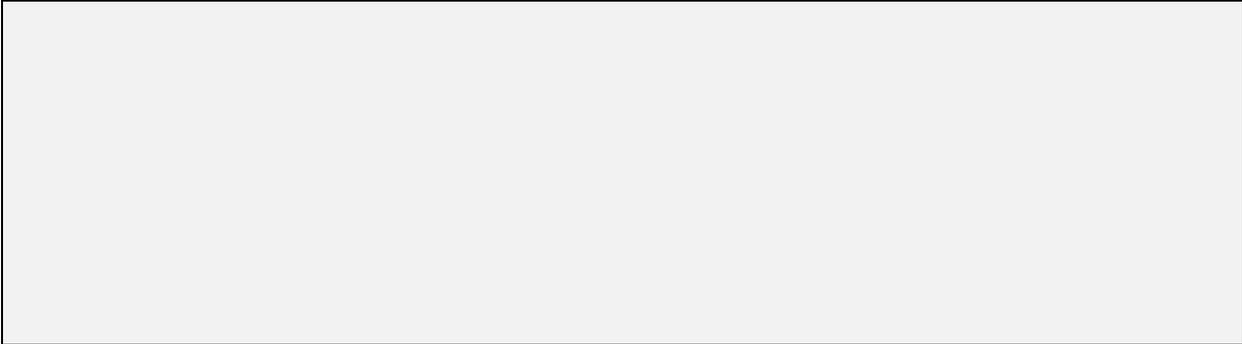
decide
central or most
important

Learning Target:

I can determine the meaning of figurative and technical language in *Water Is Life*.

helping ideas
a short text in
a newspaper or
magazine





makes up two-thirds of our bodies, just like the map of the world; our vital fluids are saline, like the ocean. The apple doesn't fall far from the tree.

WORD BANK:

distant	lawns	survive
dry	rain	thirsty
fountains	saline	two-thirds
		water

SUPPLEMENTARY QUESTIONS:

7. *Barbara and her daughter are held in thrall (are captivated) by the little creek (a small stream). Why do they find the little creek so amazing?*

Barbara and her daughter find the little creek so amazing because they used to live in Arizona. Arizona is a very dry state where there is not a lot of water.

8. *Why does Barbara say the cities in Arizona function like space stations?*

Cities in Arizona get all of their fresh water from distant (far-away) rivers or aquifers, just like space stations get their water from far away.

9. *A birthright is something you get no matter what. What evidence does Barbara provide about the "human inclination (tendency) to take water as a birthright?"*

Evidence of humans in Arizona taking water as a birthright is found in the following three examples:

- A. Water fountains in town squares
- B. Raising crops that are thirsty (plants that need a lot of water)
- C. Irrigated green lawns

10. *What makes the desert residents (people who live in the desert) realize the truth about water?*

Desert residents need to wait months before rain comes.

11. *Why does Barbara say "water is life"?*

She says water is life because we humans need water to survive.

12. *What does Barbara write is the similarity between our bodies and a map of the world?*

Our bodies are similar to a map of the world because our bodies and the earth are made up of two-thirds water. The fluids in our bodies, like blood, are saline (salty) just like the ocean.

22. *What does Barbara believe?*

She believes that the Earth is raising its own voice (the Earth is warning us).

23. *What question does Barbara ask?*

Barbara asks whether we will have the ears to listen.

24. *What does this mean?*

Barbara is unsure whether humans will notice the signs.

MINI-LESSON: FIGURATIVE LANGUAGE— SIMILE

INSTRUCTIONS FOR TEACHERS:

- < Use the activity to explain figurative language and similes.
- < Have students fill out the chart with a partner.

INSTRUCTIONS FOR STUDENTS:

Authors, or writers, use *figurative language* to help readers imagine, or have a picture in their mind of what authors mean. Here is an example:

Juan walked quietly, like a cat.

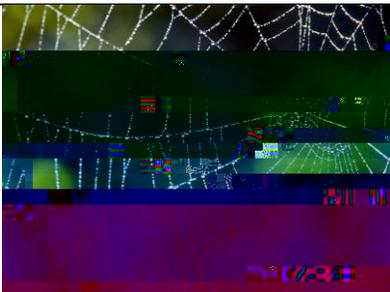
Can you imagine, or think, about how quiet a cat is when it walks? The author wants you to think about how quiet a cat is when you think about Juan. The author is helping you imagine how Juan walked.

The example above is a type of figurative language called *simile*. Simile is when an author compares two things that are similar, or alike. She compares the way Juan walks to the way a cat walks.

In "Water is Life" the author uses many similes.

Read each of the similes below and work with a partner to draw the picture.

- < Use your own words to write what the author is describing.

<p>Water splits open rock in the desert like a peach.</p>		<p>A peach that is so ripe it splits open</p>	
<p>Cities function, or act like, space stations.</p>			
<p>Water makes up two-thirds of our bodies, like a map of the world.</p>			
<p>Our vital, or body, fluids are saline, like the ocean.</p>			

EXIT TICKET

INSTRUCTIONS FOR TEACHERS:

- ◁ Review student instructions with the whole class.

INSTRUCTIONS FOR STUDENTS:

This graphic organizer will help you keep track of information about water for all of the readings. Each day you will write down new information from each reading.

- ◁ First think about what the author said about the magic of water. Write something you have seen that shows the magic of water.
- ◁ Next, write what else you have learned a

Appendix A: Glossary

Word	Definition	Example
aquifer*	a layer of rock, sand, or gravel that contains water we can take for drinking	Cities there function like space stations, importing every ounce of fresh water from distant rivers or fossil aquifers.
arid*		

Word	Definition	Example
dread	fear	Our deepest dread is the threat of having too little moisture or too much.
drought	a long period with little or no rain	In arid places the same physics amplify evaporation and drought, visible in the dust-dry farms of the Murray-Darling River Basin in Australia.
encroach	invade	The truth encroaches on all the fantasies, though, when desert residents wait months between rains.
evaporation		

Word	Definition	

Word	Definition	Example
sustains	supports	On top of the Himalaya, glaciers whose meltwater sustains vast populations are dwindling.