The following Websites might prove helpful:
- http://ga.water.usgs.gov/edu/msac.html – easy to use calculation of how much water do you use in a day
- www.livingwatersmart.ca/get_involved/home-assessment.html – home water assessment

SESSION 5

SHARED READING:
THE CASE OF THE SINKING SEAGULLS, pages 6–13

Text Type: Fiction: Narrative—Realistic Story; Non-fiction: Procedure—Experiment

Summary: This fictional story parallels the real-life issue of wildlife affected by water pollution. Anna and Simon are boating on the busy river, enjoying the river and wildlife. The next day, they are surprised to hear that seagulls are dying due to a spill on the river. Simon realizes the spill must have come from one of the ships they saw carrying cargo up the river. Readers are challenged to solve the mystery by conducting Simon’s experiment which tests vinegar versus corn syrup.

Text Features
- heading and subheadings
- text boxes
- bulleted list

Visual Literacy
- illustrations
- procedural steps

Time: approximately 15 minutes

Materials:
- Explore! Magazine (Big Book)
- class version of the Prediction Chart—Explore! Magazine (from Session 3)
- equipment and materials for whole-class or small-group experiment: large bowl, 2 plates, water, vinegar, corn syrup, and 2 medium-size feathers
- class version of the R.A.N. Chart (from Session 1)
- large sticky notes and markers (optional)
- chart paper with the heading “Compound Words Anchor Chart”
- Compound Words Concentration Game (see page 65)

Grouping: whole class, small groups, partners, and individuals

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Session 5
Modelling or Guided Practice Opportunities:
- solve the Mystery Experiment

Assessment Opportunities:
- participation in reading along with you
- discussions about the text with a partner

BEFORE READING

Activate and Build Background Knowledge
- Refer to the class Prediction Chart—Explore! Magazine and read some of the class’ predictions about what the text will be about. Have students discuss why the mystery might be happening.

Set a Purpose for Reading
Inferring
- Invite students to read along with you to solve the mystery of the sinking seagulls. Remind students to use the clues in the text to help solve the mystery.

DURING READING
- As you read the text together (to the bottom of page 12), pause on each page to examine the illustrations and discuss what is happening in the story. Alternate between asking students to discuss as a whole group and having students Turn and Talk with partners. Prompts for discussion could include:

  Analyzing
  - Page 6: What wildlife would Simon be referring to? How might Anna’s hat harm the wildlife?

  Evaluating
  - Page 7: Is it a good idea for Simon to stand up in the boat? Why or why not?
  - Page 8: Would you like to be on the river if there were big ships on it? Where do you think the ships are taking their cargo? What would corn syrup or vinegar be used for?

  Making connections/
  inferring
  - Page 10: What do you think the problem is? What are the wildlife officials doing to help the problem? What do you think Anna and Simon’s class can do to help?

  Analyzing/inferring
  - Page 11: Why do you think some of the seagulls might have died?

  Evaluating
  - Page 12: Which of the boats do you think spilled its contents?

- Clarify any vocabulary that may limit comprehension and model solving words using context clues and picture clues (e.g., shrugged, peer, lurched, downstream, announcement, wildlife officials, coating).
Read the experiment on page 13 which will help to solve the mystery.

Take a poll to see which material students think would sink the seagulls.

**AFTER READING**

**Revisit the Purpose for Reading**

- Gather students together in a whole group (or in small groups) to conduct the experiment to solve the mystery. Reread the steps on page 13 together and have volunteers follow each step to arrive at a conclusion.

- Divide the class into groups of 4 or 5 students for Small-Group Discussions. Assign roles and post the following questions for group members to discuss their ideas:
  - What happened to these seagulls?
  - Why does it matter if a bunch of seagulls die?
  - If this was a real situation, what could you do about this?
  - What rules or laws do you think would be necessary so this situation would not happen again?

- Hold a whole-group discussion to share the thinking from the small-group sessions. Use the Focused Reporting method of sharing where each group shares two important points and passes off to the next group to share their ideas.

**Link to the Framing Question**

- Reread the text again in its entirety, asking students to think about how this fictional story relates to real world events. Have a whole-group discussion to interpret the text and how it relates to the framing question. Ask:
  - How does this fictional story relate to real world events?
  - What information can we learn from this text that might help us with the framing question?
  - What questions do you have about the topic of water pollution?

- Record ideas on sticky notes and add the notes to the class version of the R.A.N. Chart.

**FURTHER READINGS**

**Working with Words**

- Tell students that the text contains a number of compound words. Explain that compound words are two smaller words put together to make a new word such as “baseball” (“base” and “ball”). Discuss how to approach a compound word when reading—break the word into the two smaller parts. Explain that to understand the word, it is helpful to think about the meanings of the small parts; however, sometimes this does not always work (e.g., “butterfly”).
• Reread the text aloud. Instruct students to read compound words in a loud voice. Mark the words with a sticky note and write these words on an anchor chart (see below for examples from the text).

**Compound Words**

Definition – two smaller words put together to make a new word

Examples: motorboat, wildlife, something, seagull, downstream

• Have students work in small groups to brainstorm other examples of compound words. Add these examples to the Compound Words chart.

• Provide copies of the Compound Words Concentration Game (see page 65). Explain the rules and have students play the game with a partner.

**Rules:**

1. Players turn cards face down in a random pattern.
2. First player turns over two cards. If the two cards match (e.g., two words that go together to make a new word), the player wins those cards. If the two words do not match, the player turns the cards face down again.
3. Next player turns over two cards, looking for a match.
4. Play continues until all cards have been won.
5. Winner of the game is the one with the most cards.

**Answers:** motorboat, wildlife, something, seagull, downstream, waterfall, upstream, groundwater, underground, wetlands, sea water, fishtail, everything, rainfall, riverbed

**SESSION 6**

**SHARED READING: THE WATER CYCLE, pages 14–17**

**Text Type:** Non-fiction: Explanation—Cyclical Flow Diagram

**Summary:** This text explains how water is a finite resource; Earth has always had the same amount of water. An illustrated flow diagram outlines the water cycle with four major sections: “Evaporation,” “Condensation,” “Precipitation,” and “Collection.”

**Text Features**

• heading and subheadings
• text boxes

**Visual Literacy**

• cyclical flow diagram
• arrows showing direction of cycle

**Materials:**

- *Explore! Magazine* (Big Book)
- R.A.N. Chart copied on ledger-size paper (1 per group) These may be laminated for durability.
- sticky notes for each group
- class version of the R.A.N. Chart (from Session 1)
- Inquiry Notebooks (1 per student)
- class version of the Alphaboxes Chart (from Session 3)