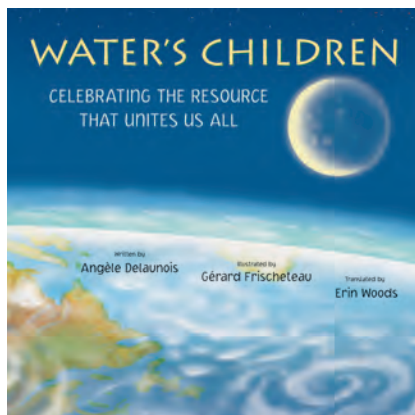


Story Summary

Around the world, water appears in many forms: a snowflake, an oasis, the stream from a faucet, monsoon rain. In *Water's Children*, twelve young people describe what water means to them. The descriptions are as varied as the landscapes the speakers inhabit, but each of them also expresses, in their own language, a universal truth: Water is life.



Angèle Delaunois was born in France and immigrated to Canada as a young woman. She earned a degree in visual arts at the University of Quebec in Trois-Rivières, where she went on to work as a department head for ten years. She is the founder of the publishing company éditions de l'Isatis and has written books in nearly every genre, with a special love for children's nonfiction. Angèle's works have been translated into eight languages and nominated for many prestigious awards.

Gérard Frischeteau has fond memories of the first box of crayons he ever owned. Born in France, he now lives in Montreal, Quebec, where he is a well-known animator, commercial artist, and illustrator. His books for children include *Le lutin du jardin*, *Carcajou*, *démon des bois*, and the popular Louna series. A true perfectionist, he is committed to thorough research that brings authenticity to each of his works.

Additional Resources

Pair this book with:

Ryan and Jimmy: And the Well in Africa that Brought Them Together by Herb Shoveller

A summary of the Ryan's Well story:

www.scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/kidscandoit/21-ryanswell-sb.pdf

Article about The James Bay Project:

www.thecanadianencyclopedia.ca/en/article/james-bay-project

Online Videos:

All About the Water Cycle for Kids: www.youtube.com/watch?v=IO9tT186mZw

How Hydroelectricity Works: www.youtube.com/watch?v=rnPEtwQtmGQ

Picture Book Ages 4–8 | ISBN: 978-1-77278-015-4 | Pages: 32

Themes:

The Importance of Water, Global Citizenship

BISAC Codes

JNF037070 JUVENILE NONFICTION / Science & Nature / Earth Sciences / Water (Oceans, Lakes, etc.)

JNF038000 JUVENILE NONFICTION / People & Places / General

JNF024120 JUVENILE NONFICTION / Health & Daily Living / Daily Activities

Curriculum Connections

This guide contains a read-aloud guide and five sets of follow-up activities. The activities are assigned to the grade for which there is the closest curricular match, but teachers are encouraged to examine the activities listed for grades other than their own, as many of them are quite suitable for most grades.

Activity/Activity Set	Main Subject Area	Specific Skills and Topics
Read-Aloud	Reading Comprehension, Writing (Grades 1-6)	Text-to-self connection, Text Forms (poetry), metaphor, alliteration, personification
Grade 1	Science (Life Systems)	Living things need water
Grade 2	Science (Earth and Space Systems)	Water in the Environment
Grade 3	Science (Life Systems)	Growth and Change in Plants
Grade 4	Science (Life Systems) Social Studies (People and Environments)	Habitats and Communities Environmental Impact
Grades 5 and 6	Science (Earth and Space Systems, Matter and Energy) Social Studies (People and Environments)	Conservation of Energy and Resources, Electricity, Global Citizenship

BIBLIOGRAPHY

Curriculum Documents

www.inspectapedia.com/water/Water_Flow_Rate_Measurement.php

www.cmhc-schl.gc.ca/odpub/pdf/61924.pdf

www.cnet.com/how-to/how-much-water-do-dishwashers-use/

www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf

www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf

www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf

www.kidshealth.org/en/parents/backpack.html

www.home-water-works.org/indoor-use/clothes-washer

THE READ-ALoud

Learning Expectations:

Students will

- Use the comprehension strategy of making connections, specifically text-to-self connections
- Identify features of poetry
- Identify elements of style (metaphors and personification)
- Use observation skills to identify the watermarks on each page

You Will Need:

- *Water's Children*
- Chart paper and markers or other group note-taking device

How to Proceed:

Before Reading:

Show the cover and read the title, author, and illustrator. Explain that there is also a translator because the book was first written in French. Invite your students to listen carefully to the experiences that are described and think about whether they have ever thought or experienced a similar thing. A non-disruptive way for them to indicate their responses as you read is to make a thumbs-up sign and just hold it against their chest. This allows them to communicate their response with the teacher without other students taking notice. If making text-to-self connections is new to your students, you can model it on the second page. After reading the second line, say “Oh, I often turn on a tap without thinking. I’ll just show that I’m thinking about that by making a thumbs-up sign and holding it here for a second.”

During reading:

On the first reading, simply read the book, slowly and meaningfully, savouring each phrase. On a subsequent reading, give your students clipboards and paper to write on, and invite them to be “listening detectives.” Some age-appropriate things for them to look for are:

- Pre-writers: draw some of the different ways of saying water that are mentioned in the book (E.g. lake, tap, bathtub, ocean, river, snowflakes) using the This is Water sheet.

- Grade 1–3 writers: write some of the different ways of saying water that are mentioned in the book (E.g. lake, tap, bathtub, ocean, river, snowflakes) using the This is Water sheet.
- Grades 4–6: Use the Literary Devices Detective sheet to record any metaphors, alliteration, or personification they hear.

After Reading:

- With your students, create an anchor chart listing some features of poetry seen in *Water's Children* as well as other features with which they are familiar (e.g. rhythm, repetition, rhyme, expression of feelings, “paints a picture” with words, much meaning in few words, arranged in stanzas, use of literary devices such as metaphor and personification). Note that to a greater extent than some other text forms, poetry has a long list of possible features but any given poem will have only some of them. Post this chart in the classroom and refer to it with future read-alouds. “Is this a story or a poem? How do you know?”
- Have students write a sentence (using a common stem “For me, water is ...”) or stanza (depending on their age and skill), in the style of the book, telling what water means to them. Encourage stanza-writers to include some poetry text features, especially repetition. Have them illustrate their writing and rewrite their sentence or stanza on the illustration. Make color copies of the artwork and collect them into the class’s own Water Poetry book. Make a bulletin board display of the originals, perhaps with the title “Water is Life.” Enhance the display with translations of “Water is Life” into any other languages spoken by your students or their families.
- On a large wall map or interactive digital map, locate the various countries represented in *Water's Children* (refer to the page at the end of the book). Take this opportunity to point out any relevant features of maps related to the curriculum for your grade.



GRADE ONE

Science Topics:

- The Needs and Characteristics of Living Things
- Daily and Seasonal Changes

1. Use *Water's Children* to introduce a science study of the needs and characteristics of living things. Before reading *Water's Children* to your class, write "Things that need water" at the top of a chart. Invite students to raise their hand when they see or hear about something that needs water. Create a list as you read. The children might suggest people, dogs, fish, flowers, birds, alpacas, ducks, rice, oranges, cows, camels, or creatures from their own experience. When you have finished reading the book, say "All these things need water. What else do they need?" Make a list of things needed by most living things. It could include air, water, food, warmth or shelter, and space.
2. No study of the needs of living things would be complete without the perennial favorite seed-planting activity. Have students plant seeds (e.g. beans) in clear plastic cups. Line the cups with paper towel folded to the height of the cup, fill with potting soil, and wedge the seeds between the paper towel and the cup, about halfway up. This way, the children can see the roots as they emerge from the seeds and can more readily

learn that it is the roots that take up water for the plant. Plant a few extra cups so that, once the plants are established, you can demonstrate what happens when plants don't get enough water. Prompt the children to see that their plant can't get water unless they bring it to them. Go back to the book and look for different ways people and other living things get water (some examples are tap, irrigation hose, well, oasis, tank truck). Encourage children to think, the next time they use a tap, of people who must walk a long way to get water and carry it home with them, or those who rely on others to deliver water by truck.

3. *Water's Children* can also be used to enhance a study of Daily and Seasonal Changes. Invite students to look for ways that daily changes (such as weather or time of day) and seasonal changes (including our familiar four seasons and ones, such as monsoon season, which may be new) affect what people do. Turn through the book and invite discussion. Have students choose one of these changes and draw a picture of themselves responding. They could write a sentence to go with it (e.g. When it rains, I use an umbrella).



GRADE TWO

Science Topic:

- Water in the Environment
1. Read these two pages to your students: The page ending with “a burst of laughter” and the page ending with “a cup of mint tea.” Discuss the contrasting attitudes towards water. In the first, water is taken for granted, so plentiful we play in it. Taps are turned on without thinking. Bathtubs are filled. In the second, water is hard-won and carefully guarded, “more precious than gold.” Ask students to think about their own attitudes towards water, and whether it is plentiful or scarce in their lives.
 2. Have students keep a log of water use in their own homes for a day, with the help of their parents or caregivers, using the worksheet “Water Log.”
 3. Keep a log of water use at school. Students can time one another while the water is running during hand-washing. Then, a tap can be run into a bucket for the same length of time so the volume can be measured (a math connection). The same can be done for a drink at the fountain. An estimate of 6 litres (1.6 gallons) can be used for each toilet flush. Be sure to include drinks from students’ lunches. Help students calculate a per-person water use at school estimate and add it to their home water use estimate.
 4. Read *Ryan and Jimmy: And the Well in Africa that Brought them Together* and/or the summary of the Ryan’s Well story www.scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/kidscandoit/21-ryanswell-sb.pdf. Jimmy stated that he would get up in the very early morning and walk five kilometres (3.1 miles) to carry water for his aunt and her family, some days making the trip several times. Measure a course around the schoolyard that is about one-half kilometre (500 metres, or 547 yards) long. Have each student carry 2–3 litres (0.5–0.8 gallons) of water around the course (divided between two containers, so their load is balanced). This represents 10–15% of the body weight of a 20 kg (44 pound) child. Check to make sure this is within safety guidelines in your jurisdiction. Help them figure out that they would have to do the course 10 times to walk as far as Jimmy did. Help them figure out how many more times they would have to walk it to carry enough water to meet their daily usage, based on activities 2 and 3 above. Then remind them that Jimmy was carrying water not only for himself, but for his entire family. Discuss: How would your lifestyle change if you had to carry all your water? How can we reduce the amount of water we use?
 5. Watch a video of the water cycle www.youtube.com/watch?v=IO9tT186mZw. After viewing, have students draw and label a diagram of the water cycle.

GRADE THREE

Science Topic:

- Growth and Change in Plants: Plants are important to people
1. Explore ways in which plants are important to people and the essential role water plays in this relationship. In *Water's Children*, have your students look closely at the pages “Water is a bowl of rice” and “Water is the juice of an orange”. Guide them to note the contrast between farming with plentiful water and with scarce water. Make sure they understand that growing food requires water. Cook rice with your students, making sure they see the water required to cook it. As they eat it, discuss the fact that rice is a staple of the diet of many people in the world. Make fresh squeezed orange juice and share among the students. Save a teaspoon or so. Place it on a small plate and allow it to evaporate until dry. Have students examine how little is left after the water is gone. Have the students imagine the water travelling up the roots of the orange tree, into the tree, into the growing orange, and then into their bodies as they eat the orange or drink the juice. This experience can be enhanced by bringing in a small potted orange tree for the students to water and care for.
 2. In *Water's Children*, examine the page “Water is a cup of mint tea.” Bring in one or two potted mint plants. Cut off the branches and wash them well. Give each student one or more mint leaves, which they will place on a square of paper that is labeled with their name. Have them place their leaves on the window sill, where they will observe them every day until they have dried out. Meanwhile, use the remaining fresh leaves to make mint tea. Place the clean branches of leaves in a clear carafe. Pour boiling water in. Students will be able to watch the water slowly turning green. Once it has cooled to a safe drinking temperature, pour the students some to drink (mint tea does not contain caffeine). The carafe’s lid should strain out the mint branches. Discuss why the people in the book might make tea instead of just drinking the water (surface water might not be safe to drink without boiling first). Once their leaves have dried, they can be made into tea for the students, or into gifts for students’ parents or caregivers, along with instructions on how to make the tea (Place 6 mint leaves in a cup. Pour boiling water over. Allow to steep 3–5 minutes. Strain if desired.). Discuss that, for nomadic people, dried mint would be much easier to carry than potted plants. Make sure students understand that the fresh leaves contained water, which was returned to the water cycle as water vapor as the leaves dried. Keep the potted roots and stalks. With regular watering, they will regrow.

GRADE FOUR

Science Topic:

- Habitats and Communities—analyse the positive and negative impacts of human interactions with natural habitats and communities

Social Studies Topic:

- Political and Physical Regions—environmental impact of development
1. Use *Water's Children* to introduce a scientific inquiry of habitats and communities. They will watch and listen for different types of habitats as you turn through the pages, and record them on the Water in Habitats sheet. Afterwards, combine their ideas onto a master list on a chart. Add to the list other types of habitats that come to mind. Point out the importance of water in every type of habitat and discuss how inhabitants of each meet their need for water. Discuss ways in which human activity impacts natural habitats.

2. In *Water's Children*, read the page “the night that blazes like the day.” Discuss the text at length, making sure students understand its meaning, especially the phrase “the reservoir that holds the energy to light up distant cities.” How do your students feel about one group’s land being sacrificed for another group’s electricity needs? Does this happen in the world? Does it happen in your country? Study similar situations in North America, such as the James Bay Project in Quebec. www.thecanadianencyclopedia.ca/en/article/james-bay-project. As a class, make a plan to address this issue, perhaps by brainstorming possible ways to reduce energy consumption at school, or by learning about and partnering with indigenous groups that have been affected by development.

GRADES FIVE AND SIX

Science Topics:

- Conservation of energy and resources
- Electricity

Social Studies Topics:

- The Role of Government and Responsible Citizenship
- Our Interactions with the Global Community

1. In *Water's Children*, read the page “the night that blazes like the day.” Discuss the text at length, making sure students understand its meaning, especially the phrase “the reservoir that holds the energy to light up distant cities.” Through discussion, assess what the students already know about energy and ways it is transformed from one form to another. Show a video describing how hydroelectricity works.

www.youtube.com/watch?v=rnPEtwQtmGQ

After or during viewing, have students draw and label a diagram of a hydroelectric plant.

2. Discuss the fact that there are indigenous communities in Canada and the United States without access to safe drinking water. Explore how the various levels of government, as well as individual citizens, can address this issue. Read the book *Ryan and Jimmy: And the well in Africa that Brought Them Together*, by Herb Shoveller. This may inspire them to take some action of their own. Create a plan of action to address a water-related issue. (e.g. write letters to government, raise money for assistance in affected communities)

3. Refer back to the page “the night that blazes like the day.” How do your students feel about one group’s land being sacrificed for another group’s electricity needs? Does this happen in the world? Does it happen in your country? Study similar situations in North America, such as the James Bay Project in Quebec. www.thecanadianencyclopedia.ca/en/article/james-bay-project. As a class, make a plan to address this issue, perhaps by brainstorming possible ways to reduce energy consumption at school, or by learning about and partnering with indigenous groups that have been affected by development.
4. In *Water's Children*, read the page “Water is an outstretched hand.” Investigate how political actions among different countries can affect the availability of water to innocent people (e.g. a 2017 blockade in Yemen meant no fuel for water pumps. The International Committee of the Red Cross intervened). As a class, make a plan to support an organization that helps get life-giving water to people, including refugees, who are affected by political actions. Research different Intergovernmental Organizations and NGOs and how we are, or can become, involved.



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Name: _____

This is Water

Write or draw different forms of water and places water is found.

Name: _____

Literary Devices Detective

Record any examples of Metaphor, Alliteration and Personification you hear.

Metaphor	Alliteration	Personification

Date: _____

Name: _____

Water Log

Record how much water you use at home for one day (e.g. 4:00 pm one day until 4:00 pm the next, or waking until bedtime all on one day). For shared use, like dishwashing or laundry, divide the amount by the number of people in the house. Here are some estimates you may find helpful:

Bathtub faucet: 4 gallons/min

Bathroom sink faucet: 2 gallons/min

Kitchen sink faucet: 3 gallons/min

Shower: 5 gallons/min

Low-flow shower: 2 gallons/min

Toilet flush: 1.5 gallons

Eco toilet flush: 1 gallon

Toilet >20 years old: 3.5 gallons

Dishwasher: 3-6 gallons/cycle

Laundry: 14-45 gallons/load

Time	Activity	Water Use Estimate

Total use:

Date: _____

Name: _____

Water in Habitats

Habitat	How/Where inhabitants get water