

Building Language Skills with The Seattle Times

Date: **Thursday, March 16, 2017**

Article: **HOW DO PEOPLE AROUND THE WORLD GET WATER?**

Print Replica: **Wednesday, March 1, 2017**

Section: **Main, A4**

Standard:

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Key Ideas and Details:

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Objective:

Students will practice their reading skills to explore how the author uses reasoning and evidence to support specific points in the text by using deeper level questions and connecting the content to their personal lives.

Pre-Reading: Get into pairs and go through these questions together. Be prepared to share with the larger group.

- **Where do we get our water supply from?**
- **How does geography and climate influence our water source?**
- **Do you take water for granted?**
- **Do you consider water a precious resource?**

Vocabulary:

Look up the definitions for the following words. Write definitions in the space provided, using your own words. Get into pairs and take turns telling your partner the definition of these words without looking at what you wrote.

“To many of us in the United States, potable (safe to drink) water may seem so ***ubiquitous*** that it is hard to comprehend that it is actually one of our most precious resources.”

Ubiquitous:

“Water scarcity is **exacerbated** by global shifts in weather patterns due to climate change.”

Exacerbated:

Building Language Skills:

Visualizing text is a proven way that improves reading comprehension. Have students close their eyes and listen carefully. Have them imagine the scene the words described in the statement. Do they hear any adjectives (describing words) in the passage?

The teacher will read the following sentence to the class, taken from the article.

“In some places, people have to walk several miles to the nearest water source and carry water back to where they live.”

- Have students think about the nearest water source they’d have to walk to from their home to get fresh water?
- Where is the nearest stream or river?
- How would that feel to bring containers all the way there, fill them up, and bring them back home?

Have students share their images.

If time permits, students can even draw what they saw in their mind.

Comprehension:

1. What is potable water?
2. What percentage of water covers our planet? What percentage is fresh water? What percentage is accessible to drink?
3. What are some projecting to happen by 2050 to the earth’s water supply?
4. What are examples of surface water?
5. What are examples of ground water?
6. Why is surface water more likely to be contaminated than ground water?
7. Where do the majority of our water come from in the Pacific NW? Who monitors the water supply in our region?
8. In most developed nations, we take access to safe water for granted, less than _____ percent of American households have no access to safe water.

Post-Reading Class Discussion or Journal Writing Assignment:

- Why is the lack of access to safe water deadly, dangerous, and a major obstacle to the people of developing nations?
- What surprised you the most about countries that lack access to safe drinking water?
- What could be done to help them?