



Albuquerque Bernalillo County
Water Utility Authority

RIO (River Is Ours) Field Trip Classroom Unit

Water Use in NM History (5E Plan)



Grade Level: 4th

Subject: Reading, Social Studies, Math

Lesson Title: *Water Use in NM History – Creative Writing*

Lesson Length: 2 + hours

The Teaching Process

Lesson Overview:

Show read a text-only excerpt from *The Shaman and the Water Serpent* (written by NM author Jennifer Owens-Dewey, illustrated by Benton Yazzie. Then they read a text/illustrations version of the same excerpt. Students compare the two experiences, reading with or without the text. They look for examples of how the author made the place and the people come alive. They look for information they were able to infer from the excerpt.

Students choose a short passage about a water event in the desert, e.g. thunderstorm, opening an acequia, flash floods, etc.. The student will rewrite the piece in their own words, trying to add details about what the character saw, heard, felt, smelt, or even tasted if appropriate.

Lesson Objectives:

- Students analyze writing and illustrations to see how they complement each other. Do they restate the same things?
- Students examine details and examples that help the event come to life. What does it say explicitly? What can you infer?
- Students write an effective narrative about a water event that is described briefly. They choose a character or themselves to make the event come to life for the reader. What emotions does the piece evoke in the reader?

Standards addressed

Common Core

CCSS RL4.1 Refer to details / examples in a text – what does it say explicitly? Inferences? ((1F, 3F, 4F, 5F, 6F, 7S, 8S, 9S, 10S)

CCSS RL4.3 Describe in depth a character, setting or event drawing on details in text. (1F, 5F)

CCSS RL4.7 Make connections between the text and visuals. (3F, 8F, 10F)

CCSSWS 4.3a Write effective narrative that orients the reader by establishing a situation, narrator, and organized events. (1F, 5F, 9F)

CCSSWS 4.3b Write effective narrative using dialogue, description, or character responses. (5F, 9F)

CCSSWS 4.3d Write effective narrative using concrete words, phrases, and sensory details. (5F, 9F)

Social Studies

Geog II-C.4. 2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.

Geog II-B.4.3 Identify ways in which different individuals and groups of people view and relate to places and regions.

Civics III-B.4.1 Describe various cultures and the communities they represent, and explain how they have evolved over time.

List of Materials

- Reading Worksheet (includes text excerpt and text/illustrations)
- New Mexico Cultures Writing Assignment (with text examples)

Instructional Sequence

Phase One: Engage the Learner

Read the text-only excerpt of *The Shaman and the Water Serpent*. (This works best on a Promethium board.) Reading can be done as a whole group or individually. Without any discussion, ask students to write three adjectives describing the narrator. Who is the narrator? How does the narrator feel about the people and place being described?

The teacher can read the text to the students, or simply help any students who need help to read the text.	Students read or listen carefully to the text. Afterwards they write down three adjectives to describe the author.
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Phase Two: Explore the Concept

Read the text a second time, but this time include the illustrations. As a whole group, fill out the worksheet. Answer questions about details in the text or the illustrations, or both. Finish by asking questions about what they can infer about these people and the narrator. The author's word choice makes a huge difference about what we can infer.

Afterwards, ask students if they preferred the text alone, or the text with the illustrations. Why? What did the illustrations add or take away from the experience?

Teacher guides and models finding details from the text and illustrations. Teacher lets students do the thinking and does not infer by giving them details or page numbers.	Students search the text and illustrations for explicit details about these people. They point out these details and what page they are found on.
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Phase Three: Explain the concept and define terms

Ask students to read the excerpts from the NM Cultures Assignment worksheet. What did they like about each example? If they didn't like anything, what might improve it? Make notes about what they liked or wanted in the excerpt. (Sticky notes are best so you can move them around later)

Look for categories of things they liked. Was it the character? The sensory information? The actions?

Good writing draws the reader in. The reader should feel like they are experiencing what the characters feels. This can be done with details and especially with sensory information.

Teacher writes responses on sticky notes. Teacher asks students to think of how they could organize this information. Categories might include sensory info or details, but let the students find the categories.	Students are describing what they liked (or wanted more of) in the reading. They are looking for a way to organize these things into categories, so that they can do that in their own writing.
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Phase Four: Elaborate the Concept

Students are asked to write a narrative about a water event. The main character should be live in the same **place** as the people in the Shaman book. If they can't think of a character, they could use someone in one of the photographs in worksheet.

The description must be about a water event, for example, the Rio Grande flooding, finding water in the desert, a thunderstorm, or opening an acequia.

- The first paragraph should introduce the character. Use details their work or play.
- The second paragraph should describe the event from the character's point of view.
- The third paragraph should tell us how the character, the place, or the people were changed by the water event.

Ask students what they know about each culture from the photos and the written excerpts. What kind of work did they do? What tools did they use? (Remind them that people didn't smile in early photos because they had to stand still for a long time. t does not mean they aren't happy if they aren't smiling.) Go over the assignment. Ask for questions.	Look at the photos and read the excerpts. Look for clues about the people in the photos. Imagine a character that lived in that culture. Choose a water event to write about. Write 3 paragraphs using as much sensory information as possible so the reader feels they were there with the character.
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Phase Five: Evaluate Students' Understanding of Concept Day 2

Ask students to share their work in small groups or as a whole. Listeners write down what they learned about the character and the event when they heard the story. Ask the writer to listen carefully to the readers' responses to see if the readers understood what they had tried to express when they wrote.

Explain how students will share their work. Remind students to write down words that describe the character and the event while they are listening.

While listening, write down words that describe the character and the event. Look at what students wrote about your piece. Did they understand your character and event? What could you have added to help the reader understand more?



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