

## Water Conservation

Student Directions Day 1

Today, you are going to get ready to write an informative essay to answer this question:

**What can you do to save water?**

### Day 1 *Get ready to write.*

- Watch the video, *The Adventures of EcoRilla*.
- Discuss this question briefly with your class: Why is it important to save water?
- Listen to the article: *Save Our Water!* carefully.
- What can you do to save water? Turn and talk to a partner about what you could do.
- Fold a piece of paper into quarters. Pick at least four things that you could do to save water. Use words and pictures to show what you chose.
- On a piece of lined paper, write your name and grade, the date, the name of your school and your state, and your teacher's name. You will use this paper tomorrow for writing.

## Water Conservation

Student Directions Day 2

Today, you are going to use what you have learned to write an informative essay to answer this question: **What can you do to save water?**

### Day 2 *Write!*

Listen to *Water Wise* again. Read along as you listen.

- What can you do to save water? Use the notes you created yesterday. Turn to a partner, point to a box on your note sheet. Explain what you might do and how it would save water.
- When you have finished, write an informative essay explaining what you can do to save water.

Your focusing question for this assignment is: **What can you do to save water?**

Be sure to use facts and examples from the article.

Explain how doing these things will save water.

**Remember, a good informative essay:**

- Has an introduction
- Has a clear focus/thesis statement
- Uses specific facts and examples from the text (s) to support the focus and explains your thinking
- Has a conclusion
- Uses precise language and linking words to connect ideas
- Has correct spelling, capitalization and punctuation

When you have finished, be sure to check your work and fix any mistakes you find.

We look forward to reading your good writing and thinking!

## Grade 3 - Informative/Explanatory Writing Prompt

### Teacher Directions

- Use the student prompt as directions for each session. The short video can be found on YouTube: Help the Environment - *The Adventures of EcoRilla Episode 1* - EcoWater Canada [http://www.youtube.com/watch?v=\\_ex1ZuKFW64](http://www.youtube.com/watch?v=_ex1ZuKFW64). The video is recommended, but is optional.
- Provide each student with a copy of the prompt and the article. The teacher should feel comfortable re-reading, explaining or clarifying directions as needed. The article should be read aloud while students read along silently.
- The article provides information needed to address the prompt and should be read aloud at least twice before writing. Encourage students to refer back to the article while writing.
- The prompt should be given in two sessions. Allow approximately 45 minutes for each, but the prompt should not be strictly timed. Students should be given the time needed to write and proofread.
- The writing must be done without help, but students may have access to personal dictionaries, word walls, or any other resources to support spelling and mechanics that they are accustomed to using while writing. Provide lined paper from your classroom for writing. Unlined paper may be provided for drawing and note taking.
- This will be first draft writing, but encourage students to proofread and correct any errors they find.

Name:

## Save Our Water!

Did you know that kids can make a very important difference in saving the earth's water? They can! But first off, why do we even need to save water?

Water is a natural resource that we get from the Earth. Without it, we would not be able to live! Imagine a world with no water at all. You wouldn't be able to drink it, bathe, or swim! Without clean water, plants, animals, birds and ocean life would also be unable to live. Kids can help protect this resource. You make a huge difference simply by starting at home. To get an idea of how much water we could save if we all made a small effort, think about this. What if every person across the nation flushed their toilets one time less every day? Together they could save enough water to fill a lake as large as a mile wide and long and four feet in depth!

Now you know how important it is to help save water. Try some of the ideas below. Start doing your part to change our world!

### Some Ways Kids Can Help to Save Water:

- When you wash your hands, don't leave the water running. Wet your hands and turn the water off. Use soap and lather your hands well. Then turn the water on to rinse. Turn off the water and make sure it is off completely. Then dry your hands.
- Do the same when you brush your teeth. Turn the faucet on to get your toothbrush and toothpaste wet. Turn it on again to rinse your mouth and toothbrush. Don't leave the water running while you're brushing.
- Baths use a lot of water (about 37 gallons on average). Take short showers and use only about 20 gallons of water, instead.
- Do you have plants in your house? When vegetables or other fresh produce are washed, collect that water and use it to water the plants.
- Do you like a drink of cold water now and then? Keep a pitcher of water in the refrigerator. That way you don't have to run the water to get it cold.

- Put a barrel outdoors to catch rain water. Then use that water for things like watering plants or flushing toilets. You can save hundreds of gallons of water a year!
- In the summertime, it's fun to play under the lawn sprinkler. When you do, make sure it's only when the lawn is being watered.
- Remind the others in your home, and your friends, not to leave any faucet running. Only use what is truly needed!
- Is there a leaky faucet or toilet in the bathroom at school? Be sure to let someone know so that it can be repaired.

Even if you do just one thing each day to contribute to your home's water conservation, you're doing the right thing!

*Adapted from Water Conservation for Kids*

TheWaterPage.com

<http://www.thewaterpage.com/water-conservation-kids.htm>

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**File Name: I3P Water Use**

**Informative/Explanatory**

**Grade 3**

**On-Demand Writing, Uniform Prompt**

### **Water Use**

What can I do to save water? Lots of people waste gallons of water a day.

Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water.

One good way to save water is leave buckets outside to fill up with rain.

Take quick showers. Bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from their sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When it's winter take buckets of snow and melt it then you have buckets of water to use. When it's summer if you have a squirt gun use water from a toy that has water in it. If there's anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the earth. Please Save Water.

**Provides a concluding statement**

**Introduces the topic with a question and some context about why it might be important to save water**

**Develops the topic with facts and details**

**Uses linking words and phrases to connect ideas**

**Although not separated into paragraphs, related information is grouped together and organized into an introduction, body, and conclusion.**

This third-grade piece introduces the topic with a question and some context, explaining why we need to save water. Although still a bit “list-y,” the piece uses facts from the source (“*bathes take at least 37 gallons of water*”) and conveys ideas and information clearly, sometimes adding context or elaboration to clarify or to develop points. For example, rather than just instructing the reader to put a bucket in the sink, the writer explains that people often waste water waiting for it to get hot or cold and that, if saved, this water could be used “*for lots of things.*” Linking words and phrases (“*so*”, “*one good way*”, “*if*”, “*when*”) connect ideas within the piece. The conclusion, in the form of a request for action, is appropriate to purpose and audience. The slight digression toward the end (“*Don't buy water in a plastic container*”) could be addressed through revision if this piece were taken to a final draft.

Although both the introduction and conclusion urge us to save water, this is an informative/explanatory piece. The purpose of the writing is to explain how we can save water, not to try to convince us to do so. This topic is developed with facts and details about things we can do to save water, rather than with the reasons why we should do so. Effective pieces often combine elements from more than one genre.

**File Name: I3P Water Use**

**Informational/Explanatory**

**Grade 3**

**Revised and Edited for Student Use**

### **Water Use**

What can I do to save water? Lots of people waste gallons of water a day. Some people don't even have 5–2 gallons of water a day. We need water to drink, wash clothes, bathe, and much more, so we need to save water. One good way to save water is to leave buckets outside to fill up with rain. Take quick showers. Baths take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from their sinks to get hot and cold. Put a bucket in your sink. When the bucket is full, you can use that water for lots of things. When it's winter, take buckets of snow and melt it. Then you have buckets of water to use. When it's summer, if you have a squirt gun, use water from a toy that has water in it. If there's anything leaking water, make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the Earth. Please save water.



**File Name: I3P Water Use**

**Informational/Explanatory**

**Grade 3**

**On Demand Writing- Uniform Prompt**

### **Water Use**

What can I do to save water? Lots of people waste gallons of water a day. Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water. One good way to save water is leave buckets outside to fill up with rain. Take quick showers. Bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from their sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When it's winter take buckets of snow and melt it then you have buckets of water to use. When it's summer if you have a squirt gun use water from a toy that has water in it. If there's anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the earth. Please Save Water.

**File Name: I3R Beatrice's Goat**

**Informative/Explanatory**

**Grade 3**

**Range of Writing**

Beatrice's Goat

Beatrice's Goat by Page McBrier is about a girl named Beatrice who got a very special gift. Beatrice lived in Africa in a poor village. Beatrice wanted to go to school but her family did not have the money to send her. Her family needed a roof that didn't leak, healthy food for the children and money.

An organization called Heifer International gave Beatrice's family a goat named Mugisa and she got everything she needed.

Before Mugisa came Beatrice's family did not have healthy food Mugisa gave her milk to drink so the family was much healthier. Before Mugisa came Beatrice had to work and still had little money. Mugisa gave them milk to sell. Now her family has money to buy the things they need. She even got money to buy a uniform and a slate. Now she can get an education!

Beatrice's Life changed when she got a goat. I always thought a goat could not do much. Now I now it can!

**Provides a concluding section that reflects on the information provided**

**Introduces the topic by providing the title, author, and a brief summary of the text being discussed**

**Develops the topic with facts and details from the text that show the change Mugisa has made in Beatrice's life**

**Uses linking words and phrases to connect ideas within categories of information.**

In this third-grade piece, the writer explains the main idea of a picture book using specific evidence from the text. The writer provides needed context in the introduction: the title of the book, the author's name, and a short summary. The main idea, both of this writing piece and of the book being discussed, is clearly stated ("*An organization called Heifer International gave Beatrice's family a goat named Mugisa and she got everything she needed.*"). The writer then develops this idea with examples from the story that explain how the goat helped Beatrice to get "*everything she needed*". Linking words (*before...now*) connect related parts of the text, and the conclusion reflects on the significance of the information provided ("*Beatrice's Life changed when she got a goat.*") Although this writer does not yet consistently indent paragraphs, information is well organized; Information is grouped into an **introduction, body, and conclusion.**

Adapted from Student Achievement Partners: retrieved from [www.achievethecore.org](http://www.achievethecore.org).

**File Name: I3R Beatrice's Goat**

**Informative/Explanatory**

**Grade 3**

**Revised and Edited for Student Use**

### Beatrice's Goat

Beatrice's Goat, by Page McBrier, is about a girl named Beatrice who got a very special gift. Beatrice lived in Africa in a poor village. Beatrice wanted to go to school, but her family did not have the money to send her. Her family needed a roof that didn't leak, healthy food for the children and money. An organization called "Heifer International" gave Beatrice's family a goat named Mugisa and she got everything she needed.

Before Mugisa came, Beatrice's family did not have healthy food. Mugisa gave her milk to drink, so the family was much healthier. Before Mugisa came, Beatrice had to work and still had little money. Mugisa gave them milk to sell. Now her family has money to buy the things they need. She even got money to buy a uniform and a slate. Now she can get an education!

Beatrice's life changed when she got a goat. I always thought a goat could not do much. Now I know it can!

**File Name: I3R Beatrice's Goat**

**Informative/Explanatory**

**Grade 3**

**Range of Writing**

### Beatrice's Goat

Beatrice's Goat by Page McBrier is about a girl named Beatrice who got a very special gift. Beatrice lived in Africa in a poor village. Beatrice wanted to go to school but her family did not have the money to send her. Her family needed a roof that didn't leak, healthy food for the children and money.

An organization called Heifer International gave Beatrice's family a goat named Mugisa and she got everything she needed.

Before Mugisa came Beatrice's family did not have healthy food Mugisa gave her milk to drink so the family was much healthier. Before Mugisa came Beatrice had to work and still had little money. Mugisa gave them milk to sell. Now her family has money to buy the things they need. She even got money to buy a uniform and a slate. Now she can get an education!

Beatrice's Life changed when she got a goat. I always thought a goat could not do much. Now I now it can!

**File Name: I3R the Abenaki**

**Informative/Explanatory**

**Grade 3**

**Range of Writing**

### the Abenaki

The Abenaki lived in Vermont in the early 1600. The Abenaki are a group of native people. They lived here much before you and me they learned how to dell with the land. There were no houses no electricity not even heating the land had hills moutain lots of trees rivers. Vermont's land affected the early Abenaki's housing and their food.

**Introduces a topic by providing some context and stating a focus**

Vermont's land affected the Abenaki's housing. The Abenaki used young trees to build their houses. They cut it down and then bent it into a round roof. This kept the Abenaki warm in the winter because the roof kept the warmth in. Vermont's land also had lots of animals. They skinned the animals and took their sinews the sinews held the saplings together. This helped the Abenaki people keep their houses stable. Vermont's land also had lots of trees. They used the bark from the trees to tie on the frame like singles. That helped the Abenaki the rain out so they staid dire all the time. The Abanaki's housing was greatly affected by the land.

**Groups related information together in paragraphs to organize each major part of the essay (housing, food)**

**Develops the topic with facts and details**

Not only dose the land affect the Abenaki's housing but it also affected the Abenaki's food to. The Abenaki women picketed seeds in the

**Uses linking words and phrases to connect ideas within categories of information**

forest. Then they planted them in some fresh soil. This helped the Abenaki because they had their own gardens and they planted seeds and soon they had food. Vermont's land also had a lot of fish. They killed the fish and the dead fish helped fertilize the soil. That gave the Abenaki extra food.

Vermont's land also had abundant wild life. The Abenaki fished and hunted game. All of the fresh meat was shared among the whole village to keep everybody strong. The Abenaki's food supply was affected by the land.

Vermont's land affected the early Abenaki's housing and their food. The land seems to be a tough place to live but the Abenaki respected the land and only took what they needed and the land gave them what they needed.

**Provides a concluding section that restates the main point and reflects on the significance of the information provided**

This third-grade informative/explanatory social studies piece reflects a depth of understanding developed through close reading and classroom activities. The writer introduces the topic with context and then clearly states a focus (“*Vermont’s land affected the early Abenaki’s housing and their food.*”). Information is grouped into two body paragraphs, one on housing and the other on food. The writer develops each paragraph with numerous details about the land and how the Abenaki used it. Linking words and phrases (“*not only*”, “*but also*”, “*then*”, “*because*”, “*also*”) connect ideas smoothly within the piece. A concluding section reminds the reader of the main point and adds some reflection.

The writer could have corrected the numerous and distracting errors in grammar, usage, and mechanics in this piece with help from the teacher on a final draft. This piece helps demonstrate that the ability to convey information and ideas clearly in writing sometimes develops on a different timetable from the ability to use conventions correctly, and that both abilities are needed to communicate effectively.

**File Name:I3R the Abenaki**

**Informative/ Explanatory**

**Grade 3**

**Revised and Edited for Student Use**

### The Abenaki

The Abenaki lived in Vermont in the early 1600s. The Abenaki are a group of native people. They lived here much before you and me. They learned how to deal with the land. There were no houses, no electricity, not even heating. The land had hills, mountains, lots of trees, and rivers. Vermont's land affected the early Abenaki's housing and their food.

Vermont's land affected the Abenaki's housing. The Abenaki used young trees to build their houses. They cut them down and then bent them into a round roof. This kept the Abenaki warm in the winter because the roof kept the warmth in. Vermont's land also had lots of animals. They skinned the animals and took their sinews. The sinews held the saplings together. This helped the Abenaki people keep their houses stable. Vermont's land also had lots of trees. They used the bark from the trees to tie on the frame like shingles. That helped the Abenaki keep the rain out, so they stayed dry all the time. The Abenaki's housing was greatly affected by the land.

Not only does the land affect the Abenaki's housing, but it also affected the Abenaki's food, too. The Abenaki women picked seeds in the forest. Then they planted them in some fresh soil. This helped the Abenaki because they had their own gardens, and they planted seeds, and soon they had food. Vermont's land also had a lot of fish. They killed the fish, and the dead fish helped fertilize the soil. That gave the Abenaki extra food. Vermont's land also had abundant

wildlife. The Abenaki fished and hunted game. All of the fresh meat was shared among the whole village to keep everybody strong. The Abenaki's food supply was affected by the land.

Vermont's land affected the early Abenaki's housing and their food. The land seems to be a tough place to live, but the Abenaki respected the land and only took what they needed, and the land gave them what they needed.



**File Name:I3R the Abenaki**

**Informative/ Explanatory**

**Grade 3**

**Range of Writing**

### the Abenaki

The Abenaki lived in Vermont in the early 1600. The Abenaki are a group of native people. They lived here much before you and me they learned how to dell with the land. There were no houses no electricity not even heating the land had hills moutain lots of trees rivers. Vermont's land affected the early Abenaki's housing and their food.

Vermont's land affected the Abenaki's housing. The Abenaki used young trees to build their houses. They cut it down and then bent it into a round roof. This kept the Abenaki warm in the winter because the roof kept the warmth in. Vermont's land also had lots of animals. They skinned the animals and took their sinews the sinews held held the saplings together. This helped the Abenaki people keep their houses stable. Vermont's land also had lots of trees. They used the bark from the trees to tie on the frame like singles. That helped the Abenaki the rain out so they staid dire all the time. The Abanaki's housing was greatly affected by the land.

Not only dose the land affect the Abenaki's housing but it also affected the Abenaki's food to. The Abenaki women picketed seeds in the forest. Then they planted them in some fresh soil. This helped the Abenaki because they had their own gardens and they planted seeds and soon they had food. Vermont's land also had alot of fish. They killed the fish and the dead fish helped fertilize the soil. That gave the Abenaki extra food. Vermont's land also had abundant

wild life. The Abenaki fished and hunted game. All of the fresh meat was shared among the whole village to keep everybody strong. The Abenaki's food supply was affected by the land.

Vermont's land affected the early Abenaki's housing and their food. The land seems to be a tough place to live but the Abenaki respected the land and only took what they needed and the land gave them what they needed.

**File Name: I3R Squids**

**Informative/Explanatory**

**Grade 3**

**Range of Writing**

## Squids

There are many kinds of Squids. The giant deep-sea Squid can be longer than a city bus and they are cousins of the octopus. Squid have a long body and ten arms. They live in the Caribbean. The Squid protects it self by hiding.

**Introduces a topic and states a focus**

A Squid can squirt out a blob of inky stuff. The inky blob may confuse hungry creatures. Its eggs come in handy because it surrounds itself with eggs and protects itself that way. Isn't this amazing that it can be camouflaged in one second? They hide by moving in jet propulsion. If a shark tries to attack a Squid it will shoot out ink so it confuses the shark and zips away. Remember about the eggs? This is something like it. They swim together to protect themselves. They squirt out dark liquid to hide themselves from enemies. They change their color and patterns to blend in with their surroundings.

**Develops the topic with facts and details about how the squid hides from predators**

Therefore you can see that the squid have many ways of hiding.

**Provides a concluding statement that repeats the focus of the piece**

**Uses linking words and phrases to connect ideas**

This third-grade piece synthesizes information from an individual research project on the squid. The piece focuses on how the squid protects itself. The writer develops the topic well, pairing each fact (“*A Squid can squirt out a blob of inky stuff.*”) with some elaboration that explains how the fact relates to the focus of the piece (“*The inky blob may confuse hungry creatures.*”). Linking words (“*therefore*”) and transition sentences (“*Remember about the eggs? This is something like it.*”) connect the ideas within the piece. Ideas are grouped into paragraphs (introduction, body, and conclusion), and a concluding sentence reminds the reader of the focus of the piece. Although short, this piece shows that the student has made sense of the information gathered. Rather than listing loosely related facts about the squid, the writer selects and connects facts to develop an important idea (“*The Squid protects it self by hiding*”) discovered in the research.

**File Name: I3R Squids**

**Informative/Explanatory**

**Grade 3**

**Revised and Edited for Student Use**

## Squids

There are many kinds of squids. The giant deep-sea squid can be longer than a city bus, and they are cousins of the octopus. A squid has a long body and ten arms. They live in the Caribbean. The Squid protects itself by hiding.

A Squid can squirt out a blob of inky stuff. The inky blob may confuse hungry creatures. Its eggs come in handy because it surrounds itself with eggs and protects itself that way. Isn't this amazing that it can be camouflaged in one second? They hide by moving with jet propulsion. If a shark tries to attack a squid, it will shoot out ink so it confuses the shark and zips away. Remember about the eggs? This is something like it. They swim together to protect themselves. They squirt out dark liquid to hide themselves from enemies. They change their colors and patterns to blend in with their surroundings.

Therefore you can see that the squid have many ways of hiding.

**File Name: I3 Squids418**

**Informative/Explanatory**

**Grade 3**

**Range of Writing**

## Squids

There are many kinds of Squids. The giant deep-sea Squid can be longer than a city bus and they are cousins of the octopus. Squid have a long body and ten arms. They live in the Caribbean. The Squid protects itself by hiding.

A Squid can squirt out a blob of inky stuff. The inky blob may confuse hungry creatures. Its eggs come in handy because it surrounds itself with eggs and protects itself that way. Isn't this amazing that it can be camouflaged in one second? They hide by moving in jet propulsion. If a shark tries to attack a Squid it will shoot out ink so it confuses the shark and zips away. Remember about the eggs? This is something like it. They swim together to protect themselves. They squirt out dark liquid to hide themselves from enemies. They change their color and patterns to blend in with their surroundings.

Therefore you can see that the squid have many ways of hiding.