

1. Ted Harrison painting like we did in art with the landscapes. Because the lines in this book are sort of that style anyway so we would be mimicking the art style of the book. Students could choose a picture of some sort of water source (ocean, river, lake, etc.) to connect to the theme of the story.
2. Watercolor pencil drawing, also like what we did in art class, and students could choose their favorite aquatic animal, so a fish, dolphin, sea turtle, etc., and draw it using watercolors to mimic the watercolor style used in the book, and to also connect to the theme of water, and the importance of it since all of these animals (and us as humans) need it to live.
  - Adaptation for younger: print out sea creatures for students to color, then put them on a blue bulletin board with seaweed so they're under the sea
  - Extension for Older: Have kids go out and take their own pictures and print them out

P.E

1. You could play sharks and minnows. Students (the "Minnows") try to avoid being tagged by the "Sharks" as they cross from one side of the play area to the other. It teaches agility, speed, and strategy.
2. You could play Fish tag. It has the same idea as blob tag I just changed the name to match the theme of aquatic animals. There would be a few set fish that are 'it' and they would run around and try to tag people. If you are tagged, you have to link arms together and you are now a school of fish trying to add people to your group.

Adaptation for younger: make the area that minnows can run smaller

Extension for older: Take fish tag outside on the field so it's harder for schools of fish to collect new members, kids will have to really work together

#### Social Studies:

1. This is a book that was written by an Indigenous Person, specifically an Anishinaabe/Metis Person from the Turtle Mountain band of Ojibwe. This could be a segway into a lesson about different Indigenous Peoples across the area. It could also be connected to why the writer of this book is, in her words, 'a fierce water protector'.

Extension for older: For older grades, students can research Indigenous movements to protect water sources, I remember doing this project in grade 7, and I found it to be very interesting. I researched on why Indigenous Peoples were protesting the BC pipeline being built, and how it posed health risks to Indigenous communities and threatened local ecosystems.

2. This can also be a segway into a lesson on personal water use, and how we can work on limiting our water use because it's a precious resource that we are very fortunate to have unlimited access to. I remember having this exact conversation in Mrs. Nahm's grade 4 class at Gordan Terrace, and we made these action plans on how we were going to help cut down on our water usage. Most of us had things like take shorter showers, turn off the tap when your brushing your teeth, etc. An adaptation for younger kids could be to break into small groups and just discuss things that students do that use water (bath, go to the lake or pool).

#### Science:

1. **The Water Cycle:** You could Introduce students to the water cycle, explaining evaporation, condensation, and precipitation. Students could create diagrams of the water cycle, showing the continuous movement of water on Earth.  
Extension: create a diorama with correct labels showing all the systems
2. **Clean water lesson:** Students could learn about water scarcity and why having access to clean drinking water is so important. Teachers could conduct a simple water filtration experiment using materials like sand, gravel, and activated charcoal to purify dirty water. Students will see the water go from brown and dirty to clear and 'clean', but there could still be harmful pathogens in the water even though it may look clean. This experiment will help them understand how water treatment works and relate to the theme of protecting clean water sources.  
Another Extension: discussing how human activities can disrupt the water cycle  
Adaptation: explain the difference between dirty/clean water

#### Math:

1. Students could track their water usage over a few days by estimating. They can estimate how much water they drink per day; most people drink almost 2 liters.  
An average shower is around 15-20 liters, each hand wash could be about 1 liter, then they can add all of these numbers up to see what their daily, and weekly water usage is. An extension could be to create a bar graph to visually show their water usage.  
Modification: estimate numbers as a class and add them together

2. **Volume and Capacity:** Using real containers of different sizes (buckets, cups, bottles), students can calculate and compare the volume of water each can hold. This lesson could relate to the theme of how water is essential and limited, encouraging discussions on how to preserve it.  
Extension: learn about the concept of displacement

English:

1. Students can write their own poems about water or nature, and why it is important. This would be inspired by the poetic language used in the book. Encourage them to use imagery and metaphors to describe water's significance.
2. Students could practice persuasive writing on why it is important to not be wasteful with water.

Adaptation: You could have prewritten prompts for students to fill in and answer. Ex:  
Water is \_\_\_\_\_. We shouldn't waste water because \_\_\_\_\_. I conserve water by \_\_\_\_\_.

Extension: For the persuasive writing assignment, students could write persuasive letters to local officials advocating for clean water initiatives or ways to improve local water conservation.