

THEME:	Sustainability
SCOPE & SEQUENCE UNIT:	Taking Note
OBJECTIVE:	Critical thinking around what is important about water.
ACTIVITY:	Highlighting and bullets

Notes:	In-class activity
Teacher Prep.:	<p>Well before the lesson, either find 2 current and locally relevant articles about water, or ask students to bring in an article from their local newspaper. With 2 articles in hand, have copies available for each student and a highlighter pen for each student.</p> <p>We used brief articles from a local organization, Water Preservation Society, and the second piece was an article taken from the local newspaper.</p>
Time:	~ 45 minutes

Skills:

- ◆ Reading
- ◆ Critical & creative thinking
- ◆ Writing
- ◆ Ecological (water) literacy

Objectives:

- ◆ To learn about local water issues
- ◆ To learn to discern what is important
- ◆ To differentiate qualitative and quantitative information

Vocabulary:

Quantitative: Information that is based on numbers, something measurable. Eg. It weighed 82 kg.

Qualitative: Information based on description. Eg. It weighed a lot.

Background Information:

Let the articles chosen for the lesson be current and relevant, whether locally, regionally or nationally. Preference should be given to local relevancy wherever possible. The articles should be informative and explicit for both teacher and students.

Materials:

Student Pages
Copies of articles for each student
Highlighter pen for each student
Projection of article on overhead or from computer

Introductory Discussion:

Read the first article together as a class with a focus on deciding what is important enough to be highlighted. Where is this information from? Is this information new to us? Does it help to explain something? Is it a useful fact we might like to refer to later? (Teacher assistance in discerning the salient points is useful). Is the information qualitative or quantitative? Use the highlighter pen to highlight those points, phrases or sentences deemed important. (Students follow along with teacher).

With a second article, allow the students the opportunity to do their independent critical thinking, highlighting salient points, and recording their notes in bullet or point form on the Student Page.

Reflection discussion:

Dialogue as a class on the points recorded as important on the second article and make a list on the front board. Students may decide to add to their list when they see the comprehensive class list of points. What were some new words or ideas as a result of reading the articles?

Student Pages:

“Knowing About Water”
“Local Water Issue”

Resources - SSI specific:

[SSI Water series by Tom Wright from newsletters of Salt Spring Island Water Preservation Society](#)

Salt Spring Island Water Preservation Society
www.ssiwaterpreservationsociety.ca

Name: _____

Date: _____
(mm/dd/yyyy)

“Knowing About Water: Notes from:

My Conclusion:

Name: _____

Date: _____
(mm/dd/yyyy)

Local Water Issue – Article Title, Author & Date:

Notes from the Newspaper Article:

My Conclusion:
