



WE ARE WATER PROTECTORS

BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



We Are Water Protectors is a book written by Carole Lindstrom and illustrated by Michaela Goade. A young child shares her Indigenous culture's beliefs about protecting their water and land resources. How can you take care of **water**?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Science

We Are Water Protectors

By Carole Lindstrom

Complete a sentence

C

"The child is worried the black snake will ruin the _____ (water)."

Recall

R

"What animals did you see in the water?"

Open-ended questions

O

"Why is water important?"

WH questions

W

What does the 'black snake' (pipe) pollute?"

Distancing questions

D

"How can we save and protect water?"

STEM Words & Ideas to Explore

- Water
- Animals
- Living Things





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

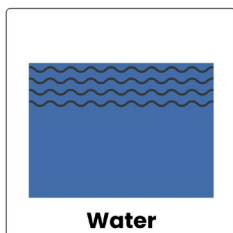
Select corresponding items and place them in a container or a box. Items may include:

- Small bottles of water
- Toy animals
- Fake leaves
- Green or blue ball

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

[A Guide to Visual Supports.](#)



Water



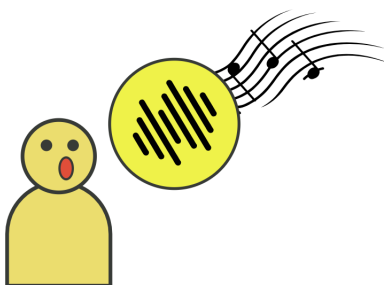
Earth



Waterfall



Cry



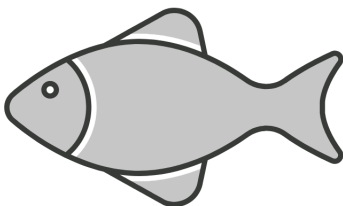
Sing



Thump



River



Fish



Need more visual cues?

Visit [STEMIE's Visual Cue Library.](#)



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING NATURE

Description: Help your child **notice** and **identify living things**. Talk about why **animals** and **plants** need a healthy and clean environment to **grow**.

What My Child Is Learning!

Going on a nature walk will facilitate your child's creativity and provide them with an easy way to learn more about their environments.

Talk about **living things, including plants (trees) and animals (including humans and bugs)** and **nonliving** things, including things like rocks, playgrounds, and buildings. As you walk, have the child show you items they notice and observe. Ask, "Is this **living or nonliving**. How do you know?" Say, "You pointed to a stop sign. Is a stop sign a living or nonliving thing? How do you know?"

For children who like to draw, invite them to start a nature notebook. Have your child draw and label living things they notice, like, or are new to them.

ADDITIONAL ACTIVITY IDEAS:

- With older children, spend time together reflecting on why **water** needs to be protected and what we can do to protect it. It may be useful to talk about this aloud or by writing one sentence to answer each question.
 - "Why does water need to be protected?"
 - "What does the 'black snake' in the book mean?"
 - "Do you think water and land are 'sacred' or special?"
- Invite your child to share about what they think "Earth" means. Finding objects that make you think of the Earth may guide conversation. Set a timer for 1 minute. During that minute, you, and your child (together or separately) find objects that make you think of Earth. After the 1 minute, talk about why you chose those objects.
- Work with your child to **make a plan** for protecting the environment. You can help them document the plan in a journal or in a picture. Explore strategies like recycling, not littering, turning off lights to save electricity and other things we do to protect our environment.

