



WE ARE WATER PROTECTORS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

We Are Water Protectors is a book by Carole Lindstrom and illustrated by Michaela Goade.

In this book, a young child shares her Indigenous culture's beliefs about protecting their water and land resources.

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

<https://youtu.be/jqWTouyaQ-8>

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.



WE ARE WATER PROTECTORS BOOKMARK

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use additional Prompts if needed, Evaluate and Expand your child's answers, and Repeat the prompts.
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:
<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



Expanding | Science

We Are Water Protectors

By Carole Lindstrom

C

Complete a sentence

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

R

Recall

"What animals did you see in the water?"

O

Open-ended questions

"Why is water important?"

W

WH questions

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

D

Distancing questions

"How can we save and protect water?"

STEM Words & Ideas to Explore

- Water
- Earth
- Living things



stemie.fpg.unc.edu



WE ARE WATER PROTECTORS ADAPTATIONS

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

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

- Small bottle of water
- Faux leaves
- Blue and/or Green ball
- Toy animals



Image credit: Microsoft Stock

This adaptation can also...

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



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.



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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

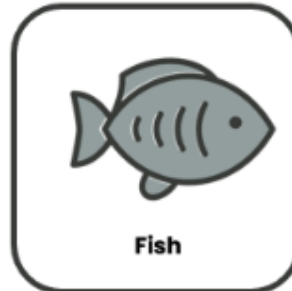
- Select pictures that correspond to items/objects/animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning



People



Black snake



Fish



One

Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



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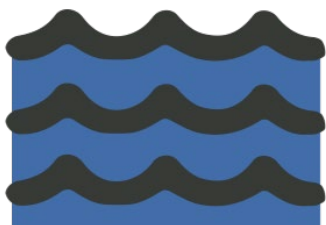
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VISUAL CUES:
USE TO PROMPT

HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Water



Earth



Stand



Song



Drum



River



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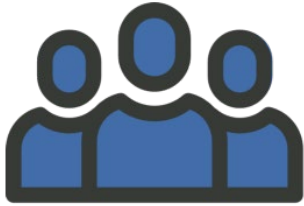
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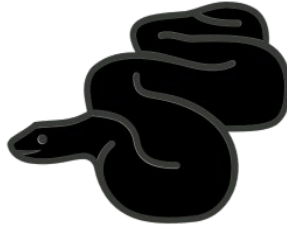
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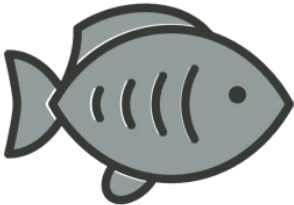
People



Black snake



Land



Fish



One



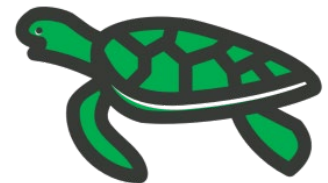
Flowers



Waterfall



Down the drain



Turtle



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EXPLORATION I

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Nature Walker

Description: Help your child **notice and identify living things**. Go on a walk together and encourage your child to be aware of any **animals (including bugs)** and **plants**. Talk about how 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.

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ADDITIONAL ACTIVITY IDEAS

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- 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.
 - *"You brought a water bottle. There is water on Earth just like there is in this bottle!"*
 - *"I like what you brought! Why did you choose a leaf?"*
 - *"I went and got a ball because like we saw in the book, the Earth is round."*
 - *"I wonder why you brought your teddy bear... is that because bears live on the Earth?"*
- 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.

