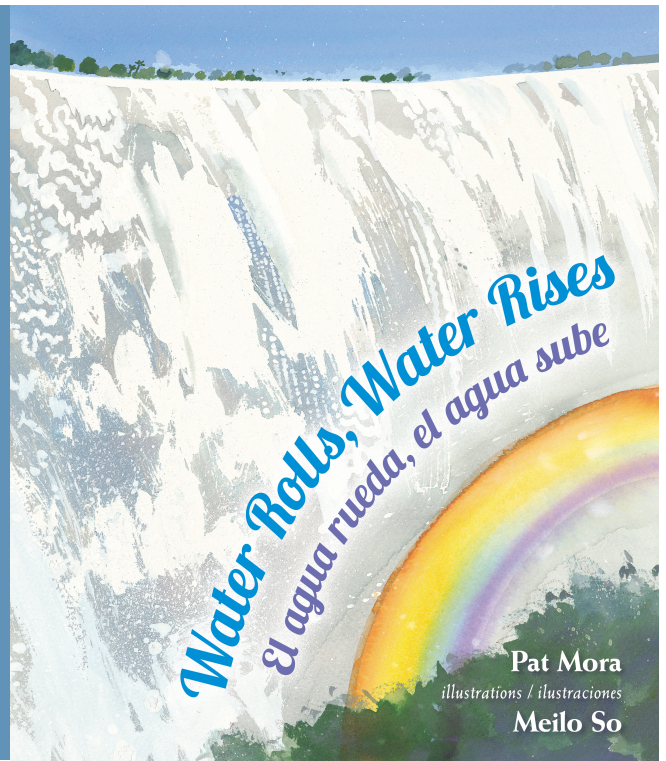


Water Rolls, Water Rises

By Pat Mora

Illustrated by Meilo So



About the Author

Pat Mora is the author of numerous award-winning children's books. She is also the founder of the family literacy initiative *El día de los niños/El día de los libros* (Children's Day/Book Day). Mora and her husband live in Santa Fe, New Mexico. Visit her on the Web at www.patmora.com



Pat Mora

Before Reading Discussion

Before reading *Water Rolls, Water Rises*, lead a class discussion about sensory language and imagery in text.

Discussion Questions:

- What is sensory language?
- What is the author's purpose for using sensory language?
- When could it be used? Why?

After Reading Activities

Activity: Seeking Poetry Inspiration from Nature

1st Grade: TEKS §110.12(b)(17)(A)

2nd Grade: TEKS §110.13(b)(17)(A)

After reading *Water Rolls, Water Rises* lead students outside. Be sure students take paper and a pencil with them. Instruct students to pick something from nature to write a poem about. Discuss how Pat Mora found inspiration in the water cycle for her poems in *Water Rolls, Water Rises*. Also discuss that even poems may have multiple drafts like other types of writing. Have students hold onto their poems for revision later.

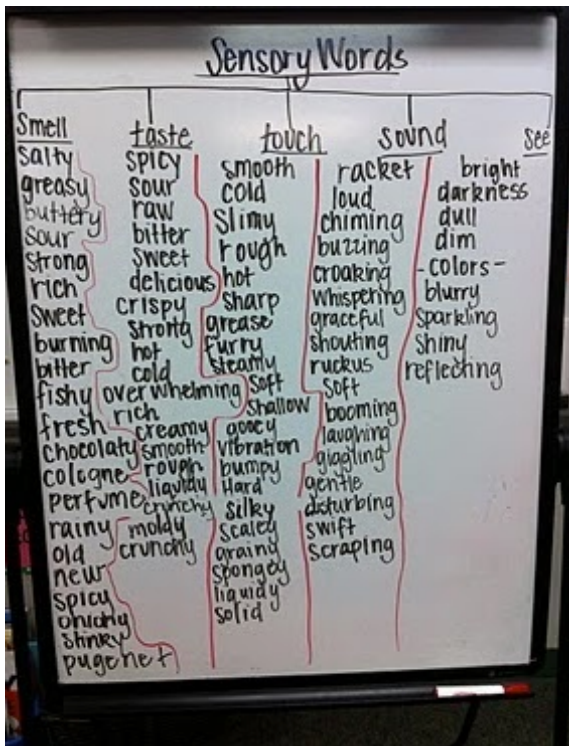
Activity: Brainstorming Sensory Language Using Found Objects

1st Grade: TEKS §110.12(b)(10)

2nd Grade: TEKS §110.13(b)(7) , §110.13(b)(11)

Supplies:

- Tupperware container or shoe box
- natural objects from outside
- markers
- 1 sheet butcher paper or easel page



- 1) Ask each student to bring back one natural, found object from recess. (Ex: leaf, rock, blade of grass) or pick an object from around the room like a pencil, crayon, pipe cleaner, or tissue.
- 2) Add at least one thing that can be eaten like an apple, banana, carrot, etc.
- 3) Ask students to place their objects in the box. Then pass it around the room, instructing students to take an object that is not the object they brought.
- 4) Create a chart labeling the columns as follows:
 - Looks -Tastes -Smells
 - Feels -Sounds
- 5) Have students describe their object in appropriate categories.
- 6) Once you have a complete chart, hang it around the room and encourage students to think about sensory language when working on their own writing. Keep the chart for an after reading activity.

Practice: Finding Sensory Language

1st Grade: TEKS §110.12(b)(10)

2nd Grade: TEKS §110.13(b)(7), §110.13(b)(11)

Supplies:

- Doc cam or transparency & projector
- Marker
- Copies of the following passages for students

Teacher Instructions:

- Pass out passages and ask students to recall the discussion and Sensory Word activity (above).
- Instruct students to circle or underline the sensory language in the selected texts from Pat Mora's *Water Rolls, Water Rises*.
- Give students some time to work on the worksheets on their own.
- Then project the passages on a dot cam or projector.
- Ask for students to volunteer their answers or instruct them to tell you when to underline or circle a word to check for understanding.

Sensory Language Practice

Circle or underline the sensory words in the following passages from *Water Rolls*, *Water Rises*.

Page 4

Water rises

into soft fog,

weaves down the street, strokes an old cat.

Page 12

Filling deep wells,

water hums in the dark,

sloshes in buckets, quenches our thirst.

Page 14

Swirling in wisps,

water twists then it twirls,

frosts scattered dry leaves, rubs lonely bare

branches.



Revising Poetry

1st Grade: TEKS §110.12(b)(17)(C), §110.12(b)(17)(E), §110.12(b)(18)(B)

2nd Grade: TEKS §110.13(b)(17)(A), §110.13(b)(17)(C), §110.13(b)(17)(E)



After discussing and practicing sensory language, have a revision workshop. Display the sensory word chart the class came up with for reference. Instruct students to revise their poem to include sensory words. Have students read their poems to a peer and discuss.

Art Connections: Illustrating Poetry

1st Grade: TEKS §117.5(b)(2)

2nd Grade: TEKS § 117.8(b)(2)

Lead a discussion about illustration. Explain to students that the illustrator, Meilo So, of *Water Rolls, Water Rises* used watercolor to illustrate the poems about water. Discuss the importance of using water-based medium with the subject of the book.

After students revise poems, have students illustrate their poem. Ask them to think of their poem and what types of materials might be appropriate to use. EX: If the student's poem is about a leaf, they can create a collage and incorporate some real leaves.



Science Connections: Which Way Does A River Flow?

1st Grade: TEKS §112.12(b)(7)

2nd Grade: TEKS §112.13(b)(2)(F), §112.13(b)(5), 112.13(b)(6)

Try the following hands-on activity below by Science Matters blog to demonstrate how rivers flow. Activity by: <http://science-mattersblog.blogspot.com/2011/09/which-way-does-river-flow.html>

Which Way Does a River Flow?

Downhill, of course!

But, in every classroom there are students convinced that all rivers flow south. Blame it on wall maps that hang vertically and our knowledge of gravity. Blame it on the directionality of our largest river. But then do something to correct the misconception.

Materials for each group:

- A sheet of [freezer paper](#)
- A pan or tub in which the paper fits
- Water-based markers: blue, brown, purple, black
- Spray Bottle filled with water

1) To begin, each group will create a unique landscape by crumpling up the piece of freezer paper. The paper is then opened part-way to reveal mountains, valleys, crevices, etc.

2) Place the paper in the pan, making sure all of the paper is contained in the pan.

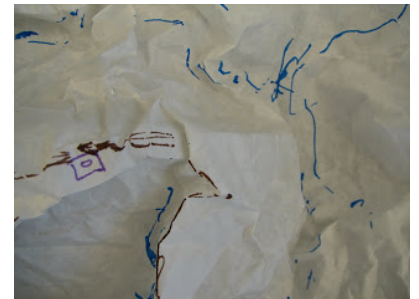
3) Use the brown marker to mark the ridges and high points of the landscape. Use the blue marker to mark the low spots, where the students think the water will collect.

4) Students then need to decide where they think the best place to build roads would be. They then draw in the roads using the black marker. Each student should choose a site for a house and draw that in with the purple marker. They may also wish to draw in other municipal buildings.

5) Finally, add a compass rose to the upper right hand corner.

6) Now you're ready for it to rain....Using the spray bottle, mist water all over the landscape and watch what happens to the water - where it flows, where it collects, etc.

Activity by: <http://science-mattersblog.blogspot.com/2011/09/which-way-does-river-flow.html>



Discussion Questions

How did the roads fare?

How about the houses?

Did all the water flow in the same direction?

Which way did it go?



Science Connections: The Water Cycle

1st Grade: TEKS §112.12 (b)(2)(A), §112.12 (b)(3)(B), §112.12(b)(7)(B)

2nd Grade: TEKS §112.13(b)(2)(A), §112.13(b)(3)(B),

Water Rolls, Water Rises can also be used to introduce the water cycle. Introduce the water cycle by leading a class discussion and define the following for students:

- Precipitation
- Collection
- Evaporation
- Condensation

To illustrate this, you can tape a Ziplock bag with water to a window in the classroom. Students will be able to see the water cycle as the bag heats up and cools down. You can also add blue dye to the water to make the cycle more visible.



Students may also assemble a water cycle wheel. Visit the following link for a free wheel template:

http://eisforexplore.blogspot.com/2012/04/water-cycle-wheel.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+blogspot/ntnp+%28E+is+for+Explore!%29

