A JOURNAL FOR GOBI: RESPONDING TO LITERATURE

K-2 Lesson Plan

OVERVIEW
This lesson provides a model of reflection for students as they listen to stories, begin to read stories, and develop their own written stories. The lesson can be used with any story; however in this case, the story of Gobi’s Adventure allows for a personal connection by having students interact with the Gobi water drop and write about their own adventures with Gobi.

STUDENT OBJECTIVES

Students will:
• Listen to a story and respond orally and in writing
• Develop an adventure story using the Gobi character
• Complete activity and assessment sheets

INSTRUCTIONAL PLAN

Materials
1. Lesson Plan
2. Gobi’s Adventure book
3. Gobi the Water Drop
4. Song sheet
5. Reflection activity sheets
6. Word Search activity sheets
7. Assessment tests
8. Gobi schedule
9. Parent letter
10. Journal sheets
11. Gobi CD
12. Gobi Questions
13. Clear folder
14. Colorful folder
15. Postage paid envelope

Preparation
1. Read and become familiar with Gobi’s Adventure.
2. Read the instruction plan to understand the correlation between Gobi and water conservation.
3. Review materials included with this lesson plan.
4. After reading the instruction plan, establish a schedule for students to take Gobi home.

Instruction and Activities
1. Begin by reading Gobi’s Adventure (or have students listen to CD). While reading, ask questions such as:
   - What do you think will happen next?
2. After reading the story, ask (or if students listened to CD have them answer) questions such as:
   - Who was Gobi?
   - How much water does a California Friendly plant save?
   - How did the water waster feel after Gobi talked with him?
   - How would you feel?
   - Would you do the same thing? Why?
3. After reading and discussing the story together, sing the songs and then distribute the Gobi’s Adventure activity sheets (Reflection and Word Search) and model how the sentences can be completed on the reflection activity. Encourage students to come up with their own ideas and then ask them to complete the activity sheet. Once students have completed the activity sheets, invite them to share the parts they liked in the story, the reasons why they liked those parts, and their drawings.
4. Distribute and have students complete EMWD/RCWD assessment sheet. Place sheets in postage paid envelope, which will be returned to EMWD after the following activity.

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5. Next, tell students that they will each have a turn taking Gobi home for one night. Tell them that you will be the first one to take Gobi home and that you will write about your adventure with Gobi. The next school day, share your story and drawing with the class as a model.

6. Establish a schedule for each child to take Gobi home in the clear folder which will include, Gobi's Adventure book, Gobi the Water Drop, and a journal sheet. The folder will also contain a letter explaining the project to parents. The parent letter is included in your materials packet.

7. Begin each day by taking a couple of minutes to have a student tell or read his or her story about his or her adventure with Gobi. During this activity, have students sit in a circle. This will minimize any anxiety over speaking in front of the class. After the child shares his or her story, ask questions such as:
   - What would you do if you were Gobi?
   - What did Gobi think?

Model how dialogue can be used in the story to enable Gobi to speak and interact.

8. After every student has had the opportunity to take Gobi home and write about the adventure add all of the journal sheets to the postage paid envelope and return to EMWD. Once your packet has been received by EMWD, the journals will be put together into a spiral-bound booklet and returned to you.

Extensions
- E-mail other classes also participating in this activity and ask about what Gobi is doing in their class.
- Enlist the help of older students to work with younger students who may need help in reflecting and writing.

STUDENT ASSESSMENT/REFLECTIONS

Evaluation
- Review student activity sheets
- Evaluate students' contributions to the classroom book
- Observe while students discuss the stories they have written

CALIFORNIA CONTENT STANDARDS

Kindergarten
- Reading
  2.0 Reading Comprehension
  3.0 Literary Response
- Writing
  1.0 Writing Strategies
- Listening and Speaking
  1.0 Listening and Speaking
  2.0 Speaking Applications

(Story Content)
- Physical Sciences 1. a, b, c;
- Life Sciences 2. a, b, c;
- Earth Sciences 3. a, b, c.

Grade 1
- Reading
  2.0 Reading Comprehension
  3.0 Literary Response
- Writing
  1.0 Writing Strategies
  2.0 Writing Applications

(Story Content)
- Physical Sciences 1. a, b, c;
- Life Sciences 2. a, b, e;
- Earth Sciences 3. b, c;
- Investigation/Experimentation 4. b.

Grade 2
- Reading
  2.0 Reading Comprehension
- Writing
  1.0 Writing Strategies
  2.0 Writing Applications

(Story Content)
- Physical Sciences 1. a, b, c;
- Life Sciences 2. e;
- Earth Sciences 3. e.
Water Use it Wisely
(Sing to the tune of John Jacob Jingleheimer Schmidt)

I won’t waste water, no I won’t.
Please do what I do, too!
Whenever I go out, the people always shout
WATER USE IT WISELY yes they do.
LA DA DA DA DA DA DA

(Repeat a little softer)
I won’t waste water, no I won’t.
Please do what I do, too!
Whenever I go out, the people always shout
WATER USE IT WISELY yes they do.
(sing loudly)
LA DA DA DA DA DA DA DA

(Repeat very softly)
I won’t waste water, no I won’t.
Please do what I do, too!
Whenever I go out, the people always shout
WATER USE IT WISELY yes they do.
(sing loudly)
LA DA DA DA DA DA DA DA

(Sing in a whisper)
I won’t waste water, no I won’t.
Please do what I do, too!
Whenever I go out, the people always shout
WATER USE IT WISELY yes they do.
(sing loudly)
LA DA DA DA DA DA DA DA

(Sing the words inside your head, not out loud)
I won’t waste water, no I won’t.
Please do what I do, too!
Whenever I go out, the people always shout
WATER USE IT WISELY yes they do.
(sing loudly)
LA DA DA DA DA DA DA DA!
If You’re Water Wise and You Know It
(Sing to the tune of If You’re Happy and You Know It)

If you’re water wise and you know it, clap your hands
(CLAP CLAP)
If you’re water wise and you know it, clap your hands
(CLAP CLAP)
If you’re water wise and you know it, then your life will surely show it
If you’re water wise and you know it, clap your hands
(CLAP CLAP)

If you’re water wise and you know it, stomp your feet
(STOMP STOMP)
If you’re water wise and you know it, stomp your feet
(STOMP STOMP)
If you’re water wise and you know it, then your life will surely show it
If you’re water wise and you know it, stomp your feet
(STOMP STOMP)

If you’re water wise and you know it, shout “TURN IT OFF!”
(TURN IT OFF)
If you’re water wise and you know it, shout “TURN IT OFF!”
(TURN IT OFF)
If you’re water wise and you know it, then your life will surely show it
If you’re water wise and you know it, shout “TURN IT OFF!”
(TURN IT OFF)

If you’re water wise and you know it, do all three!
(CLAP CLAP, STOMP STOMP, TURN IT OFF)
If you’re water wise and you know it, do all three!
(CLAP CLAP, STOMP STOMP, TURN IT OFF)
If you’re water wise and you know it, then your life will surely show it
If you’re water wise and you know it, do all three!
(CLAP CLAP, STOMP STOMP, TURN IT OFF)
Name: ___________________________________________ Date: ______________________

Title of book: ___________________________ Gobi’s Adventure ___________________________

I liked the part when: ____________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

I liked this part because: _______________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Draw your favorite part of the story: _____________________________________________
Over-watering landscape is the number one cause of water waste.

True_______ False_______

Most of EMWD/RCWD drinking water comes from Northern California (the Delta) what other river:

The Nile River_________

The Colorado River_______

The Santa Ana River_______

Most people use over 50% of their water outdoors?

True_______ False_______

A California Friendly landscape uses how much less water than grass:

50%_______ 10%_______ 20%_______

Watering lawns is where people use most of their water.

True_______ False_______
Now that you have listened to the CD _Gobi’s Adventure_, please think about how you would answer the following questions:

Who was Gobi?

How much water does a California Friendly plant save?

How did the water waster feel after Gobi talked with him?

How would you feel?

Would you do the same thing? Why?
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When I took Gobi home with me, we:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student name: _______________________________
Dear Parent(s),

Our class recently enjoyed a presentation about water conservation called *Gobi’s Adventure*. Now the students are going to create their own wise water use adventure.

During the day Gobi lives in our classroom. Each night he travels home with a different student for a new adventure.

Please read the enclosed book, *Gobi’s Adventure*, with your child. After reading the story spend some time talking about Gobi and what his adventure will be with your family. Next, using the journal paper provided, please help your child write a two- to three-sentence adventure story about Gobi’s stay at your home. Your child may also draw a picture to illustrate the story.

Once you have completed the assignment with your child, please place Gobi, the *Gobi’s Adventure* book, the journal paper and this letter into the clear plastic folder and have your child return it to class tomorrow. After your child shares his or her adventure and drawing with the class we will submit the work to Eastern Municipal Water District to create a classroom book that will include all of Gobi’s adventures.

Thank you and have fun with Gobi and your child!

Items to return: Gobi, *Gobi’s Adventure* book, the journal paper, this letter and the clear folder.

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