

## Preparatory to Year 2 Science Preparatory to Year 1 Geography Using Whizzy's storybooks

### Australian Curriculum links:

#### Science

**Preparatory** – Living things have basic needs, including food and water (ACSSU002)

**Year 1** – Everyday materials can be physically changed in a variety of ways (ACSSU018)

**Year 2** – Earth's resources are used in a variety of ways (ACSSU032)

#### Geography

**Preparatory** – The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)

**Year 1** – The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

#### Sustainability cross-curriculum priority

Students of all ages enjoy stories. [Whizzy's incredible journeys](#) is a pick-a-path book that explains how water travels through the environment. It describes four separate journeys in which Whizzy the waterdrop travels through the water cycle, into the home and through the environment.

Similarly, [Whizzy's new adventures: Journey through the pipes](#) takes Whizzy on two different adventures to explain how water is treated before it travels to the home, how it is used and then treated again before returning to the environment.

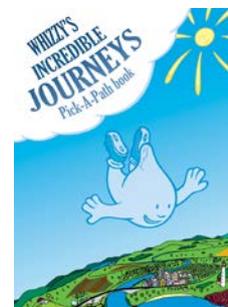
These story-reading strategies are designed to promote student understanding of:

- why water is vital to living things
- sources of water
- uses of water
- how water changes in the water cycle
- why and how to use water wisely.

Adapt and adjust the following activity steps to suit the abilities of the age group and the subject you are teaching.

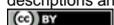
The following strategies are based on 'Whizzy's incredible journeys' storybook but can readily be adapted for use with 'Whizzy's new adventures'.

Either before or after reading 'Whizzy's incredible journeys', students could go on a 'water walk' to explore the water sources and uses in the school. Instructions for the water walk can be found in the **School water use audit for Years 1 to 5**.



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## Equipment

[Whizzy's incredible journeys](#) book – digital or hard copy

A large map or aerial image of your region – digital or hard copy

## Activity steps

1. Ask students what they already know about water and where their tap water comes from. For instance:
  - Where does water come from? Where does the tap water come from?
  - What are the many uses of water at school and at home?
2. Display the cover of 'Whizzy's incredible journeys' and ask students to predict what they think the book is about. Discuss their ideas.
3. Explain that 'Whizzy's incredible journeys' is a pick-a-path book with four alternative journeys. Begin with the family journey.
4. Re-read the story several times as students will discover and comprehend different things at different paces and times. To interpret the text, students need to use factual and inferential information from both words and pictures to understand the meaning of the text. Use prompting questions to assist students. For instance, for Prep and Year 1 students, compare the representations of the cloud and Whizzy in pages 1 to 6. Link these ideas to students' own experiences of clouds and rain.

Spend time studying and asking questions about the pictures and how they match and add to the text. What can be inferred from the picture?

5. There are a number of specific terms used to describe water as it cycles through the environment. Understanding these terms improves student comprehension of what they read as well as their writing. Create a class glossary of terms relevant to the book. For example, for:
  - Preparatory: include words such as treatment plant, recycle
  - Year 1: as above plus words such as liquid, gas
  - Year 2: all of the above plus infiltrate, evaporate.

For Year 2, re-read Whizzy's journey as you model how to draw a flow chart for part of the journey. For instance, use simple drawings or icons to show how Whizzy moved through pages 6 and 7 (i.e. Whizzy swam through the dam → went through the treatment plant → was pumped up into the tank → swirled down the underground pipes → raced up the pipes into the house). Use a thinking-aloud strategy with input from the students so that students can hear how you decide what needs to be drawn and how to label it. Images from page 48 of the book can be useful in the labelled drawing.

Students could complete a labelled drawing showing how water changes in the environment. This task can be used as a scaffolded activity or assessment task.

6. Draw attention to the need to value our tap water and not waste it, especially as Australia is the driest continent after Antarctica. Explain that even if students live in an area with high rainfall, it still costs a lot of money to store, treat and distribute safe drinking water (see pages 6 and 7). We need to value our tap water and use it wisely.
7. Discuss the waterwise messages in the family story in the book. Ask students:

- How does the family use water wisely? List student responses and confirm the actions the family takes by reviewing the images and words.
- Is water used wisely at school?
- Is water used wisely at home?
- What are some of the ways that water gets wasted? At school and at home?
- What could they do to change this at school and at home?
- How do we already use our water wisely?

8. Highlight issues of concern in your school or at home e.g. leaking taps or taps left on.

Students and a partner discuss at least one thing they are going to do, and encourage other to do at school or at home to save water. Students could create a poster to display at school or at home with their water-saving 'action' or 'pledge' showing their commitment to being waterwise. Support students to enact their waterwise actions. Celebrate positive results as much as possible.

