

## 6.18 A beautiful stream

**Topic:** Conservation

**Subtopic:** Water conservation

**Activity type/skill:** Co-operative-reading

**Literacy focus:** Reading

**Genre:** Information reports

### Objective

- Co-operate to read with understanding.

### What you need

- Student worksheet (see next page)

### What to do

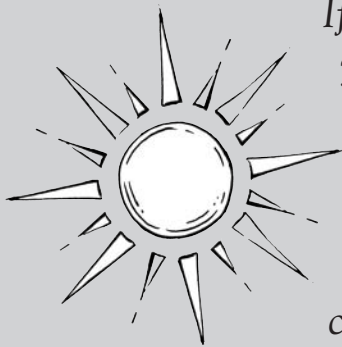
1. Divide students into groups of three and look at the first page of the student worksheet. Each student reads the text individually or one of the group can read it aloud.
2. Allocate each student a letter:
  - Student A finds a word or idea in the text that they do not understand and asks a question. The rest of the group tries to answer.
  - Student B retells or summarises the information. The group agrees on the summary.
  - Student C draws a picture or diagram to illustrate the main idea of that section of the text. The group agrees that the drawing conveys the idea.
3. The group then decides how they will answer the three questions below the picture and compares their answers with other groups.
4. Change roles and work on the next section of the text on the second page of the student worksheet. Continue until all sections of the text on the third and fourth pages of the student worksheet have been read in this way.

### Extending the activity

- The text in this activity is adapted from Take Action for Water – an environmental education programme for schools developed by the Wellington Regional Council. For more information, see [www.gw.govt.nz/take-action-for-water](http://www.gw.govt.nz/take-action-for-water).
- Help students to find further reading about water use/pollution, for example, Easy as Child's Play and other articles in *Connected 2*, 2002, Learning Media.

## *A beautiful stream*

Once there was a beautiful stream. It flowed down from the hills to the sea, winding through a thick, green forest and tumbling over rocks and stones. In the stream lived lots of tiny plants, little insects and even some fish named ĭnanga (whitebait) and kokapu (native fish). Sometimes birds such as kōtare (kingfishers) fed on the fish. The water of the stream was cold and fresh; it was sparkly clear and very clean.

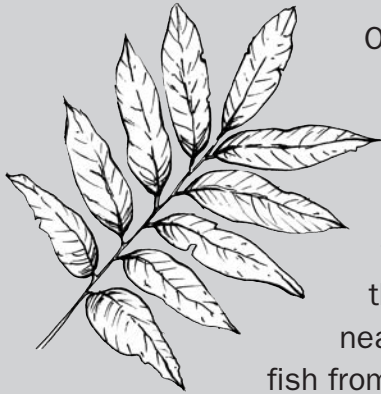


*If it were a really hot sunny day, would you like to swim in this stream?*

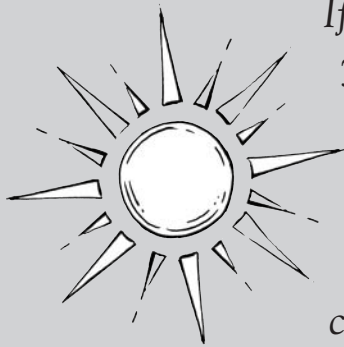
*Would you like to have a picnic beside this stream?*

*Would you eat fish that were caught in this stream?*





Occasionally bits of grass and leaves from the trees fell into the stream. But this was good as it provided food for the insects that lived in the water. They ate the dead leaves and kept the stream clean. Sometimes old twigs or even bits of rotting tree would fall into the stream. But the insects would eat these. One day, a small group of people came to live near the stream. They were Māori people. They caught fish from the river using rope nets. If the rope nets broke and bits were left in the stream, the insects would eat them too as the nets were made from flax. The people were very careful to look after the river as they thought of it as a taonga or treasure.



*If it were a really hot sunny day, would you like to swim in this stream?*

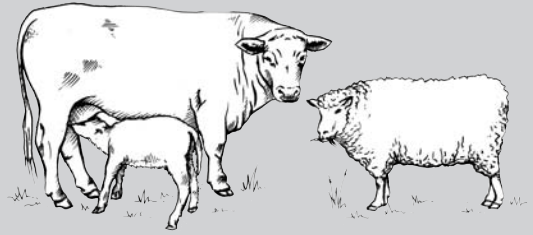
*Would you like to have a picnic beside this stream?*

*Would you eat fish that were caught in this stream?*

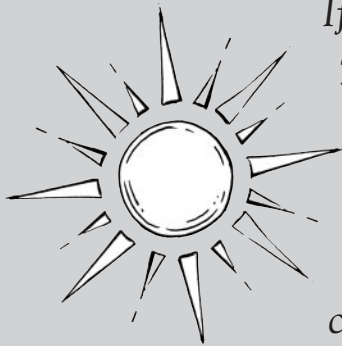
A large, empty rounded rectangular box for writing.

## Activity eighteen

After many years, settlers from Europe arrived and began to build a town nearby. The town was much bigger than the Māori village and soon a lot of rubbish had built up. Some of this rubbish, like paper and rotting vegetables, blew or fell into the stream.



As the town grew, the settlers needed more food so they started to cut down a lot of the forest around the stream to make way for farms. As they destroyed the forest, the soil was disturbed and quite a lot of it washed into the stream. There were no trees left to anchor the soil so more and more soil washed into the stream. The settlers raised sheep and cows on the farms so sometimes sheep's wool and waste would get into the stream. The farmers put fertilisers on their soil so that more food would grow for all the people in the town. Then they sprayed herbicides from an aeroplane to kill the gorse that was growing all over the hills. Possums had started to live in the area and were causing more harm to the trees. So the farmers used poisons to kill the possums. Sometimes a dying possum would fall into the stream and the poison would leak into the water and kill the fish.



*If it were a really hot sunny day, would you like to swim in this stream?*

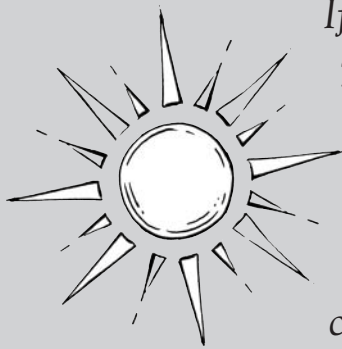
*Would you like to have a picnic beside this stream?*

*Would you eat fish that were caught in this stream?*



## Activity eighteen

As the town grew, bigger houses and shops were built. Sewer pipes were constructed to remove waste from the bathrooms and toilets of the new houses. But sometimes there were spills from the sewers and waste would end up in the stream. The town grew more and many factories were built. The factories were important to the people for jobs and goods, but sometimes they had accidents and things like oil and paint were spilt and washed down into the stream. Insects could no longer live in the stream. Still the town continued to grow. By now, many people were using cars to drive around from one place to another. Cars were useful but sometimes they leaked petrol and oil onto the road. The petrol and oil were washed down the stormdrains and into the stream. As more things were made in the factories, more rubbish was created and soon there were bits of old plastic containers and bags blowing into the stream.



*If it were a really hot sunny day, would you like to swim in this stream?*

*Would you like to have a picnic beside this stream?*

*Would you eat fish that were caught in this stream?*

