

Canadian Teen Tells UN 'Warrior Up' To Protect Water

It's time to "warrior up," stop polluting the planet and give water the same rights and protections as human beings. That's the message Autumn Peltier, a 13 year old Canadian, delivered personally to the United Nations General Assembly.

"Many people don't think water is alive or has a spirit," the Anishinaabe girl from Wikwemikong First Nation told the diplomats gathered in New York City in her speech on World Water Day. "My people believe this to be true."

"Our water deserves to be treated as human with human rights. We need to acknowledge our waters with personhood so we can protect our waters."

She had been invited to speak as the "representative of civil society," joining UN Secretary General Antonio Guterres and other international dignitaries for the launch of the UN International Decade for Action on water for Sustainable Development.

Except from: <https://www.cbc.ca/news/Canada/autumn-peltier-un-water-activist-united-nations-1.4584871>

	1. Halting	2. Careful	3. Confident	4. Fluent	5. Expressive
Fluency	Little expression, short phrases, slow, pauses, repetitions	Some expression, longer phrases, moderate rate, some pauses	Expression generally reflects mood, long phrases, few pauses, talk-like	Expression reflects mood, longer phrases, good rate	Very expressive like a performance, consistently longer phrases, reflects author's passion

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Ask, after reading, the following questions:

When you come to a challenging word, how do you figure it out?

Word strategies:

- | | |
|---|--|
| <input type="checkbox"/> read it | <input type="checkbox"/> look at the pictures |
| <input type="checkbox"/> ask someone | <input type="checkbox"/> break the word into syllables |
| <input type="checkbox"/> look it up in the dictionary | <input type="checkbox"/> chunk the word |
| <input type="checkbox"/> skip it | <input type="checkbox"/> cover the ending and look for smaller words |
| <input type="checkbox"/> sound it out | <input type="checkbox"/> try and figure out what makes sense in the sentence |

Other: _____

If what you are reading does not make sense, what do you do?

Sense Strategies:

- | | |
|--|---|
| <input type="checkbox"/> reread it | <input type="checkbox"/> look at the pictures and the captions |
| <input type="checkbox"/> ask someone | <input type="checkbox"/> look at the paragraphs for words I do know |
| <input type="checkbox"/> try another book | <input type="checkbox"/> try and make it make sense |
| <input type="checkbox"/> skip it | <input type="checkbox"/> make notes on what I've read |
| <input type="checkbox"/> make a picture in my mind | |
| <input type="checkbox"/> make a connection between the text, yourself, the world, another text | |

Other: _____

Did you know about water pollution before?

What connections can you make to your own experience with water pollution?

What is something you learned about water pollution that surprised you? OR

What is something new that you learned about activism?

Inventing: knew a lot before knew little before

Connections: _____

Surprise OR Learned: _____

2. How does what you just read **remind you of** something you already know?

3. Readers often add their own thinking to text. Think of something **you believe to be true, but that isn't actually revealed directly by the author or illustrator**. Share your thinking.

4. When you come to a part in your reading that is more difficult to understand, what do you do to help yourself?
