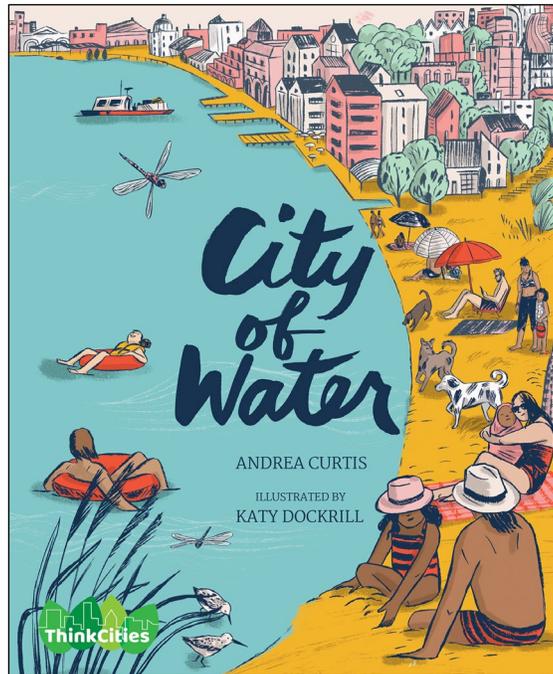




# GROUNDWOOD STUDY GUIDES

## City of Water ThinkCities Series

*Written by Andrea Curtis  
Illustrated by Katy Dockrill*



The second book in the ThinkCities series explores water as a precious, finite resource, tracing its journey from source, through the city, and back again.

### **CURRICULUM CONNECTIONS**

Ages 8 to 12 / Grades 3 to 7

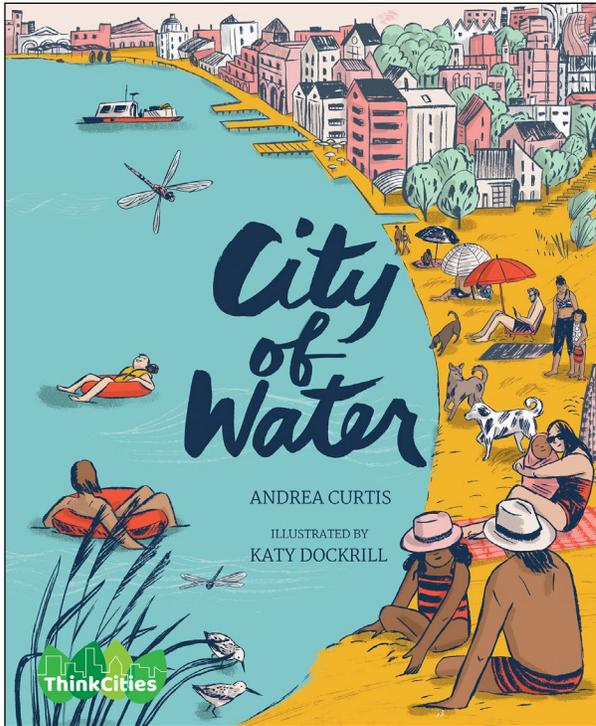
JUVENILE NONFICTION / Science & Nature / Earth Sciences / Water / Conservation & Protection

Full-color illustrations / 8.75 x 10.625 / 40 pages

Hardcover with jacket / \$18.99 / 978-1-77306-144-3

Ebook / 978-1-77306-145-0

[groundwoodbooks.com](http://groundwoodbooks.com)



## BOOK DESCRIPTION

*City of Water* is a Junior Library Guild Gold Standard Selection!

“This non-fiction picture book makes clear that water conservation is essential through mind-boggling and fascinating facts about how water moves from the forests, mountains, lakes, and rivers into our homes and back out again.” — *Quill & Quire*

“Insightful STEM offering.”—*Booklist*

“It’s difficult to forget water’s importance after reading these gentle, informative pages. . . . Educational and stylish.”—*Kirkus Reviews*

## CURRICULUM LINKS

### SCIENCE

- Grade 5, Understanding Earth and Space Systems (Conservation of Energy and Resources)
- Grade 7, Understanding Life Systems (Interactions in the Environment)

### SOCIAL STUDIES

- Grade 3, People and Environments: Living and Working in Ontario
- Grade 4, People and Environments: Political and Physical Regions of Canada
- Grade 5, People and Environments: The Role of Government and Responsible Citizenship
- Grade 6, People and Environments: Canada's Interactions With the Global Community

### LANGUAGE ARTS, ALL GRADES

- Summarizing
- Connecting
- Questioning
- Inferring
- Synthesizing
- Extending
- Determining importance



## DISCUSSION QUESTIONS

1. Did you learn anything new about how water gets to your tap in *City of Water*? If so, what was it?
2. What can you do to preserve and conserve water? Why does the author think it's so important to do this?
3. Do you know where the water comes from in your city? Is it clean? Can you drink it? Do you?
4. Does the water where you live have a taste? You might not even notice until you go somewhere else and find that it's different. Do you know what makes it taste the way it does?
5. What do you do already at home, school or as a community to save water and to ensure it's clean?
6. Were you surprised to learn that so many people don't have access to clean drinking water at home? What do you think this means for their daily life?
7. How does being close to water make you feel? Why do you think this makes some people feel happier? Why would water help improve mental health?
8. Compare and contrast fresh water and salt water. What are the similarities and differences?
9. Research how your city treats storm and sewer water before it goes back into the watershed. The author writes about Toronto, where the sludge is turned into fertilizer pellets for farmers and other cities where they are mining for precious metals in the sewage. Does your city do anything like this? Why or why not?

## ACTIVITIES & FURTHER DISCUSSION

1. Make a mindmap or draw a picture with all the things you do on a daily basis that involve water. Start with the obvious, then go deeper. Think about the water involved in making the products you use every day.
2. The author describes the water filtration process on pages 18–19. Try doing your own experiment like this one on the *National Geographic Kids* website: <https://kids.nationalgeographic.com/books/article/water-wonders>
3. On pages 20–21, the author notes that desalination is becoming more and more common in some coastal areas. Make a list of the pros and cons of desalination as a solution for the future. Try out this experiment: <https://www.education.com/science-fair/article/fresh-water-salt-water/>
4. Make a poster to put up in your school or home about why it's important to save water. Tell other students and family members why we all have a responsibility to preserve it.
5. Research the way Indigenous people in your region speak, write, sing about and treat water now and in the past. How is it different from how settlers have handled this important resource?
6. Write a persuasive letter to someone who thinks they have to drink bottled water even though the water in their city is clean.
7. Write a poem about how water makes you feel. Use descriptive words and be sure to include how it sounds, tastes and smells.

## AUTHOR AND ILLUSTRATOR BIOGRAPHIES



**Andrea Curtis's** children's non-fiction titles include *A Forest in the City* and *City of Water* in the ThinkCities series, *Eat This!*, which received starred reviews from *Kirkus* and *School Library Journal*, and *What's for Lunch?* (VOYA's Honor List). She has also written the young adult novel *Big Water*. Andrea lives with her family in Toronto, Ontario, where she grows vegetables, wanders the ravines and spends as much time as possible on her bike.



**Katy Dockrill** is an honors graduate from Ontario College of Art and Design. Her fresh brush-and-ink illustrations have attracted a wide range of clients, and she has won a number of awards for her editorial work. She has illustrated *A Voice for the Spirit Bears* by Carmen Oliver, among other titles, as well as many covers for children's novels. Katy lives with her family in Toronto, where she loves swimming, gardening and taking walks with her daughter.