

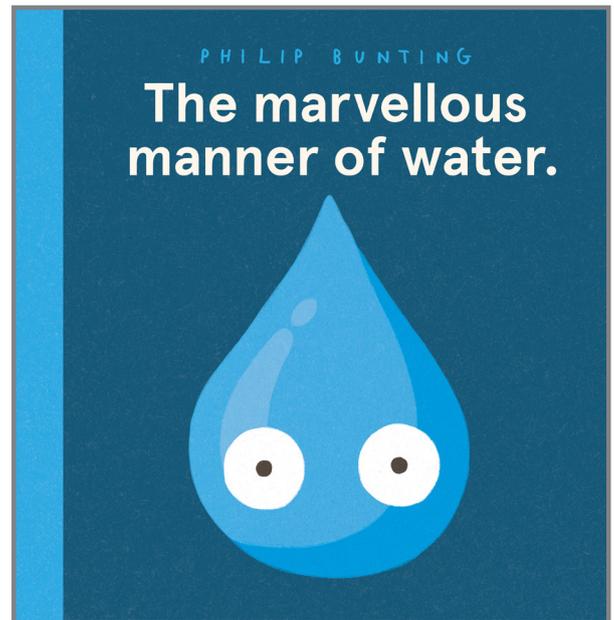
# The Marvellous Manner of Water.

AUTHOR/ILLUSTRATOR  
**PHILIP BUNTING**

SCIS: 5414694

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RECOMMENDED FOR: Lower to Mid Primary



## SYNOPSIS

*Water is the stuff of life—none of us would be here without it. But what can we learn from it?*

Take a plunge into the big blue, to discover the life lessons water has to teach you.

H2Woah! A funny exploration of the marvellous ways in which water flows through everything, including you!

## ABOUT THE CREATOR

Philip Bunting is an author and illustrator. His books have been translated into multiple languages and published in over 25 countries around the world. Since his first book was published in 2017, Philip has received multiple accolades, including Honours from the Children's Book Council of Australia, and making the list for the Kate Greenaway Medal in 2018.

## STUDY NOTES

- Before reading the story, as a class, discuss the book cover and title. Some things to include in your discussion could be:
  - What does the cover illustration show?
  - What do you think the title of the book might mean?
  - What other books by the same author have you already read?
  - What genre do you think this book might be, and why do you think this?
  - Read the passage on the back of the book. What does this paragraph tell you?
  - What do you think the 'stuff of life' means?
  - What have you learnt about the book from the back cover?
  - What do you think you might learn from reading this book? What would you like to learn about from reading this book?
- If around half of your body is water, what do you think the rest of your body is made of?
- What is the most interesting fact you read in this book? Create an illustrated poster showcasing at least three of the interesting facts you have learnt from reading *The Marvellous Manner of Water*.
  - Create a border or frame for your water-facts poster using pictures of water molecules in a repeating pattern.
- Create a musical instrument using water as one of the main components. You might have a series of bottles where you blow air across the top, a collection of identical glasses with differing amounts of water in each that you hit with

a spoon or chopstick, a bucket of water where you hit the top with a paddle or your palm to make splashy sounds, or even something as simple as two jugs where you pour the water from one to another. In small groups or as a class, create a musical piece to accompany a reading of all or part of this book, featuring your different water-based instruments.

- Is it true that water doesn't have a taste or smell? Do a tasting test as a class following below steps:
  - Set up five identical bottles of water in a row which have no labels, only a number.
  - The five bottles should contain: tap water; filtered water; commercially purchased drinking water; still mineral water; and distilled water.
  - One at a time pour a small sip of water into a cup, smell it then taste it, and think about how to describe what you smell and taste.
  - On a piece of paper write the numbers 1 to 5 down the left hand side, and next to each number write your impressions of the water from the bottle with the same number.
  - Once everyone in the class has had a chance to sample all five types of water, reveal which bottle contained which type of water.
  - As a class, discuss your different impressions of the different types of water, collate your results as a whole, and hypothesise as to what gives different types of water a taste or smell.
  - Research the issue online and see if any of your hypotheses were correct.
  - In pairs or small groups write a report that shares the method and results of your experiment, as well as any conclusions you came to.
- Use papier mâché and toothpicks to create a model of a water molecule. Paint your molecule in bright colours and hang it from a string as a ceiling, window or wall decoration.
- What do you think our planet would look like if it wasn't in a 'Goldilocks' zone? Would it still be possible for life to exist? What about us—would people be able to live on earth if there was no liquid water available? Write an illustrated paragraph sharing your answer to this question.
- How much water do you drink in a day? Keep a water diary recording how much water (and other liquids) you drink over the course of a day. Compare your results to the rest of your class, and create a graph to display your findings. Do you think you should be drinking more water? Why/why not?
- Build a rain gauge to measure how much rain falls in your schoolyard over the course of a month. Record the amount of water collected over the previous 24 hours in your rain gauge at the same time every day, and graph your results on a line graph. Work out what the average rainfall was compared to historical records and as a class discuss just how wet your local area is compared to other parts of the country and the world.
- Create a painting with water as the theme. Your painting might be a landscape featuring a river, the ocean or a lake; it could be a still-life painting of a glass of water; a portrait of someone standing outside in the rain; or even an abstract splash of colour and shapes inspired by the sound and feeling of water.
- Create a crossword puzzle where all the clues (and answers) are related in some way to water.
- Go on an excursion to a local swimming area and enjoy having fun in and with water.