



Water for Us

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Subjects: Language arts, science, social responsibility

Grade level: Grades 2–3

Brief overview

Lessons to help young children become aware of the scarcity of clean water, where water comes from, and the need to protect it.

Themes

- environmental information and education
- help to protect the environment in developing countries
- addressing climate change, desertification, and deforestation.

Time required

Three 45-minute lessons

Required materials and/or equipment

- Books
 - Joanna Cole. *The Magic School Bus at the Waterworks*. New York, Scholastic, 1986.
 - Stuart Kallen. *If the Waters Could Talk*. Edina, MI, Abdo & Daughters, 1993.
 - Herb Shoveller. *Ryan and Jimmy: And the well in Africa that brought them together*. Toronto, Kids Can Press, 2006.
 - Rochelle Strauss and Rosemary Woods. *One Well: The story of water on Earth*. Toronto, Kids Can Press, 2007.
- Worksheet (a) for lesson one (see appendix 1, one copy for each student)
- Worksheet (b) for lesson one (see appendix 2, one copy for each student, optional)
- Worksheet for lesson two—Where do we get water? (see appendix 3, one copy for each student)
- Worksheet for lesson three—Save our water! (see appendix 4, one copy for each student)
- Water unit self-assessment worksheet (see appendix 5, one copy for each student).

Supplementary resource

- Project Wet (1999) Curriculum and Activity Guide. Montana State University, The watercourse and the Council for the environment.

Procedure

Lesson one: Introduction

1. Read students a book from the list above (or one of your choosing) to give them an introduction to water. Talk about where our drinking water comes from, how it comes in the form of rain or snow, and how lucky we are to have clean water.
2. Assign the drawing worksheet **Lesson one (a)**. Have students share some of their ideas with the class. Make a large class list of all the ideas they shared.
3. The supplementary worksheet **Lesson one (b): The sounds of water** may be used to help children deepen their connection to the concept of water.
4. If you wish to extend this lesson, check out www.kidzone.ws/water/index.html for several simple, colourful water and science lessons.

Lesson two: How we get water

1. Read a book such as *One Well*, *The Magic School Bus*, or *Ryan and Jimmy*, or check out this great list of water books at www.amazon.com/b?ie=UTF8&node=3279.
The purpose is:
 - to connect kids to water resources around the world
 - to communicate the idea that there are many ways to access water.
2. If you have access to a computer lab, take children to the following site, or print out one or more of the little stories in order to teach ways we get water.
www.oxfam.org.uk/education/resources/your_world_my_world/files/lesson3_our_days.pdf
(In this story, the family gets their water from a tap in the street).
3. Hand out the accompanying worksheet and gather children in groups to brainstorm ways we get our water. Hopefully some of them have travelled or been camping and have had opportunities to use a pump or creek or communal tap.

Lesson three: Save our water!

1. Engage children in a discussion on water conservation, using one of the books on the list. I suggest *One Well*.
2. Hand out lesson three worksheet and have each child fill out conservation methods and share as a group.
3. Make a giant class poster filled with their ideas and drawings and entitle it **Save our water!** The Ryan's Well Foundation has tons of printable materials to teach about water usage and conservation. www.ryanswell.ca.

Assessment strategies: A self-assessment rubric

Suggestions to extend the lesson:

- Talk about the many places in the world that do not have enough water.

Appendices of lesson resources:

Appendix 1: Worksheet (a) for lesson one

Appendix 2: Worksheet (b) for lesson one

Appendix 3: Worksheet for lesson two—Where do we get water?

Appendix 4: Worksheet for lesson three—Save our water!

Appendix 5: Water unit self assessment worksheet



Water for us—Lesson one (a)

Water is amazing! We see it, hear it, and use it every day! Please draw little pictures of these things we use water for.

Washing hands

Drinking

Watering plants

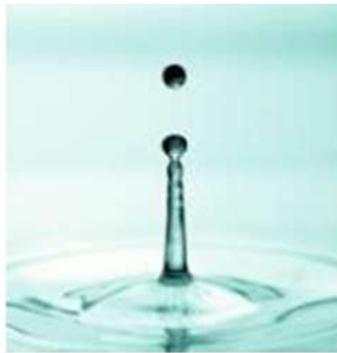
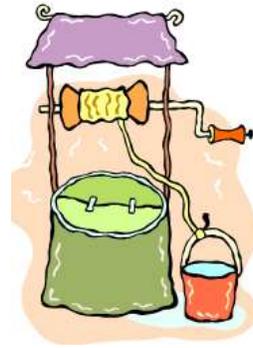
Draw a picture here of something that lives in water.



Water for us

Lesson one (b)—The sounds of water

Have you ever heard water in these places?
Print a word for the sound water makes in these pictures.



Draw your own.



Lesson Two—Where do we get water?

Water is from the earth. Most of it is in oceans (salty), and only 3% of the water on the earth is for drinking.

Think about where we get water from at home and in other families' homes. Write the names of the people in your group here and work together to draw and label ways we can get water.

Names: _____

A large, empty rectangular box with a black border, intended for students to draw and label ways they can get water.



Lesson Three—Save our water!

We use water for so many things in Canada! We are lucky. Let's look at some other places:

- In Canada and the United States, each person uses about 55 buckets of water each day. Think of how much water we use just flushing the toilet! (from 5–13 liters)
- In India, each person uses just 7 buckets of water each day.
- In Ethiopia, each person uses just 1 bucket of water each day.

Sometimes it is hard for families to get enough water, they may have to walk to a well or creek a long way away.

Maybe we can help by taking care of our water and not wasting it. What are some things we can do?

Share your ideas with the class and help to make a giant poster to remind others. Here is a picture of me saving water.

Name:

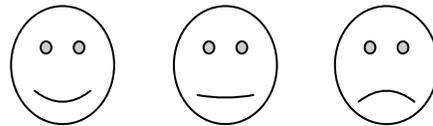
Water unit self assessment

Colour the face that tells about you.

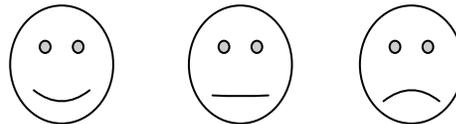
I listened and learned about water.



I know ways friends around the world get water.



I know ways to save water.



Teacher's notes _____
