

# Water is Life for Living Things

**Author** Karen Koskiniemi  
**Grade Level** K  
**Duration** 2 class periods

National Standards	AZ Standards	Arizona Social Science Standards
<p><b>GEOGRAPHY</b>  <b>Element 3: Physical Systems</b>            8. The characteristics and distribution of ecosystems and biomes on Earth's surface</p>	<p><b>ELA</b>  <b>Language Standards</b>  <b>Vocabulary Acquisition and Use</b>  <b>K.L.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.            a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>SCIENCE</b>  <b>Life Science</b>  <b>K.L2U1.8</b> Observe, ask questions, and explain the difference between the characteristics of living and non-living things.</p>	<p><b>Geography</b>  <b>Human-environment interactions are essential aspects of human life in all societies.</b>            K.G2.1 Explain how water and weather impacts humans.</p>

SIOP Elements		
<p><b>Preparation</b>            Adapting content            Linking to background  <b>Linking to past learning</b>            Strategies used</p>	<p><b>Scaffolding</b>  <b>Modeling</b>  <b>Guided practice</b>            Independent practice            Comprehensible input</p>	<p><b>Grouping Option</b>            Whole class            Small groups            Partners            Independent</p>
<p><b>Integrating Processes</b>            Reading            Writing  <b>Speaking</b>  <b>Listening</b></p>	<p><b>Application</b>            Hands on  <b>Meaningful</b>  <b>Linked to objectives</b>  <b>Promotes engagement</b></p>	<p><b>Assessment</b>  <b>Individual</b>            Group  <b>Written</b>            Oral</p>

Arizona English Language Proficiency Standards
<p><b>Kindergarten</b>  <b>Basic</b>  <b>Listening and Reading</b>            Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.            B-2: identify key details from read-alouds, picture books, and/or oral presentations.            Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.            B-1: answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>

## Overview

All animals and plants need water to survive, and 50-75% of the human body is composed of

water. Life-forms use water to carry nutrients around the body and to take away waste. Water also helps break down food and keep organisms cool, among other very important jobs. So, what

## Water is Life for Living Things

is the most important natural resource in the world? It can be argued that it is water!

### Purpose

In this lesson, students will learn that living things need water to survive. They will be classifying objects in their world as living and nonliving and which items need water to survive. This lesson contains adaptations for diverse learners (ELLs).

### Key Vocabulary

1. **weather:** weather is the condition of the atmosphere. it is what happens in the sky; you can tell the weather by looking at the sky
2. **rain:** water that falls in drops from clouds in the sky
3. **living:** not dead, having life (animals, plants, people), they grow and need air, food, and water
4. **nonliving:** not having life (rocks, buildings, furniture), they do not grow or need air, food, or water
5. **thirsty:** needing water
6. **hydrate:** to supply with water (drinking or rainfall)

### Materials

- Books that explain how water is necessary for living things such as:
  - *Why Living Things Need Water* by Daniel Nunn ISBN-13 978-143295923 YouTubeVideo <https://www.youtube.com/watch?v=VLjl5SHHp6U> (1:57 min)
  - *Living Things Need Water* by Bobbie Kalman ISBN-13 9780778732563 YouTubeVideo <https://www.youtube.com/watch?v=XwxPLxuXKK4>
  - *The Arizona Water Bar - Tales of the Desert Southwest* by Drew Aquilina ISBN-13 978-0986058097: (170 pages)
- Opaque container of water and a plant
- YouTube Video Why Do We Drink Water? <https://www.youtube.com/watch?v=31F0laJyy8> (6:09 min)
- Vocabulary Cards
- Computer and projection device
- Document camera

- Do I know if it is living or nonliving? and Should I water it? Worksheets
- Arizona Landscape map [https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape\\_color.pdf](https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape_color.pdf)
- Vocabulary Test and Answer Key

### Objectives

The student will be able to:

1. Identify which items need water to live by identifying if they are living or nonliving.
2. Analyze the impact of having or lacking water.
3. Determine ways to lessen our impact on the environment by conserving water.

### Procedures

*Prior to this Session: Hide an opaque container of water somewhere in the room.*

*Option to this Lesson Plan: Laminate the Vocabulary Cards, Assessments, and Worksheets and have students rotate at least once through a student center between Sessions One and Two.*

### SESSION ONE

1. Begin the session by asking students “What is the most important natural resource in the world? List their ideas on the whiteboard. Then ask, “How does this resource matter to living things where you live?” Give time for students to offer responses. Write their responses next to the ideas given by the first question. **(Integrating Processes Speaking and Listening)**
2. Bring out the opaque container of water. Now tell the students that you happen to “own” some of this resource. Keep giving hints until students guess that “water” is the most important resource because it is something that everyone and every living thing needs to live. **(Application: Promotes engagement)**
3. Project the Why Do We Drink Water? YouTubeVideo <https://www.youtube.com/watch?v=31F0laJyy8> (6:09 min) Discuss the vocabulary as it appears in the video.
4. Project the images of the vocabulary cards without showing the definitions. Have students “popcorn” possible definitions. Then project and explain the actual

## Water is Life for Living Things

definitions. (**Application: Linked to objectives, Promotes engagement**)

5. Select at least one book to read (or show YouTube Videos) that explains why living things need water. (See Materials list)
6. Project the two worksheets: Do I know if it is living or nonliving? and Should I water it? Guide the students through completion of the worksheets. (**Scaffolding: Modeling and Guided practice**)

Clip art provided copyright free from  
<http://office.microsoft.com/en-us/images/>  
<http://geoalliance.asu.edu/maps>  
<https://www.prekinders.com/weather-picture-word-cards/>

### SESSION TWO:

1. Project the Arizona Landforms Map.  
[https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape\\_color.pdf](https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape_color.pdf)
2. Explain that blue on a map usually means water. Have students come up to the screen or doc camera and point out a blue item (river or lake). Read the name of the water body to the class. Have students recall from Session One what kinds of living things might live near or in the water. (**Application: Linked to objectives, Meaningful**)
3. Review yesterday's Vocabulary Cards. (**Preparation: Linking to past learning**)
4. Take Vocabulary Test (**Assessment: Written, Individual**)

## Assessment

### Geography, Science, and ELA

The worksheets can be graded for accuracy. Mastery will be considered a score of 80% or higher.

The Vocabulary Test can be graded for accuracy. Mastery will be considered a score of 80% or higher.

## Extensions

An additional online quiz can be used for practice or assessment.

<https://www.proprofs.com/quiz-school/story.php?title=science-year-2>

Kindergarten Unit "What is Water?" created by City of Eugene, Oregon

<https://www.eugene-or.gov/DocumentCenter/View/14021/Kindergarten-Unit?bidId=>

## Sources