



Water, Water, Everywhere: Water Conservation for Young Children

Students learn the importance of water conservation while reinforcing their writing skills.

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Grade Level	1-2
Duration	1-2 class periods

National Geography Standards

ELEMENT FIVE ENVIRONMENT AND SOCIETY

14. How human actions modify the physical environment.
16. The changes that occur in the meaning, use, distribution, and importance of resources.

ELEMENT SIX: THE USES OF GEOGRAPHY

18. How to apply geography to interpret the present and plan for the future.

Arizona Geography Strand

Concept 6 Geographic Applications Grade 1

PO 2 Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

Grade 2

PO 3 Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

Other Arizona Standards

ELA Common Core Standards Writing

Research to Build and Present Knowledge

1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Language

Conventions of Standard English

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize dates and names of people.
b. Use end punctuation for sentences.
c. Use commas in dates and to separate single words in a series.
2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize holidays, product names, and geographic names.

Overview

The interdependence of people and the earth's resources is an important geography concept. By focusing on the ways people use water, young children can understand the role of this resource in daily life and their own responsibilities for practicing water conservation.

Purpose

In this lesson, students will read, listen to, and discuss information from consumer publications on water conservation. They will restate key points from the readings. They will brainstorm ways we can conserve water in our everyday lives.

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Materials

- Consumer literature for the lesson: "Who Uses Water?" and "How Can We Take Care of Water?" found at <http://phoenix.gov/WATER/watermen.html>
- Chart paper and markers
- Copies of Water Conservation Worksheet
- Crayons or colored pencils
- Copies of Water Conservation Quiz

Objectives

The student will be able to:

- Restate information found in consumer literature.
- Identify how people in our community use water.
- Identify and write about strategies for water conservation.

Procedures

Select one of these options for sharing the consumer information about water with children. Consider the reading levels and abilities of the students. Whether they read the information individually or as a group, or whether they listen to it read by the teacher, the students will still have the reading standard experience of restating information from consumer literature.

1. Copy each web site page for each student to have individual copies. Read together. OR
2. Enlarge pages on a copier to 11"x17". Have children gather around posted copies and share in a big book read-aloud format. OR
3. Project and read web site pages to children.

SESSION ONE - 30-45 minutes

1. Say, "Brainstorm all the ways that people in our families and people in our community use water." (Record all responses on chart paper. If students need prompting, ask them to consider water uses around the house, the yard, at school, at work, etc.)
2. Say, "All the people who use water in these different ways are 'consumers.' Today we will read/listen to important information written just for

consumers about using water wisely. When we finish reading, we will try to remember all the important information we heard."

3. Read the consumer information about water.

4. Say, "Think to yourselves about all the important information we just read. If you can restate a piece of information about water that you heard/read, whisper it to one other student sitting next to you." (Encourage whisper sharing.) "If you would like to restate a piece of information about water that you heard/read, raise your hand." (As students share, record their responses on chart paper.)

5. Say, "As we can see from all this information we heard/read, water is so important to our community. We use it in many ways. We must take care of this valuable resource. To describe our efforts to take care of a resource like water, we use the word 'conservation.' Conservation means to save or protect, and we must always think about ways to conserve water."

6. Say, "We're going to make a book about ways to conserve water. We can share this book with our families and with other students at school so they can learn about water conservation, too. Think of a great way to save water at home, at school, at work, or in our community. When you share your idea with us, I'll give you this paper. Take it to your desk and write your water conservation idea on the lines. Remember to write your idea in a complete sentence, use capitals and periods correctly, and write neatly. Then use crayons or colored pencils to illustrate your water conservation idea with a colorful picture."

7. As children share ideas, distribute *Water Conservation Worksheets*. Refer them to the charts for additional ideas. Assist children as needed with recording, spelling, writing. Children who quickly finish can add another idea on another worksheet. When all have finished, gather worksheets together. Staple or bind the book and read together.

CLASS PERIOD TWO - 15 minutes

1. Distribute *Water Conservation Quiz*. Read directions to children. Then read each sentence aloud, allowing time for children to record answers.

Assessment

A score of 8 of 10 on Water Conservation Quiz will be considered mastery. Contributions to the class book can be graded for Conventions(capitalization and punctuation) using the 6 Traits Writing Rubric.

Extensions

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For more of a challenge, make an "ABCs of Water" book. As each child generates a water conservation idea, turn it into an ABC sentence. For example, "L is for lawn. Water your lawn only when it needs it, not every day." or "R is for refrigerator. Keep cold water in the refrigerator so you don't have to run the faucet every time you want a drink."

Instead of stapling or binding the book, display the pages in a hallway. The hallway becomes a learning place, your students' work gets a broader audience, and you can still put pages into a book later.

Begin a broad unit of study on conservation by reading *Brother Eagle, Sister Sky: A Message from Chief Seattle*, by Susan Jeffers. This story about Native American beliefs emphasizes how each generation deserves to breathe fresh air, drink pure water and to enjoy all the beauty that the earth offers.

Access any of the web sites listed in SOURCES below to generate further discussion about water conservation.

Sources

This terrific web site has a place just for kids all about water conservation.

<http://wateruseitwisely.com/region/arizona/index.php>

GEOGRAPHY ACTION! RIVERS 2001 from National Geographic Society - lessons, worksheets to help children understand rivers and water conservation issues

<http://www.nationalgeographic.com/geography-action/rivers.html>

Another great sites for reviewing water conservation ideas. Go to:

<http://www.americanwater.com/49ways.htm>