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***Conservation Education***

***Pre & Post Content - Water Conservation***

***www.iercd.org***

# **LESSON: water warm up**

***Grade level:*** *Kindergarten*

*NGSS-* [*K-ESS3-3 Earth and Human Activity*](https://www.nextgenscience.org/pe/k-ess3-3-earth-and-human-activity)*: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

### **Introduction:**

Comprehension of the critical role played by water in support of all life of earth is an essential foundational element of the Inland Empire Resource Conservation District’s Water Use Efficiency classroom presentation. This activity is being provided to increase student awareness of water uses and benefits prior to program facilitation, and encourages development of this knowledge in a free-form, group exercise. The suite of concepts and vocabulary covered will depend on length of activity facilitated by the participating teacher, but at any length should increase student preparation for IERCD program participation. It would also be suitable for post-program facilitation, to reinforce concepts and vocabulary covered during the program for maximum content retention.

### **Objective:**

By engaging in this activity, students will:

|  |
| --- |
| * Follow agreed-upon rules for discussions and continue a conversation through multiple exchanges.
 |

* Obtain, evaluate, and communicate information and experience.
* Understand the critical connection between water and life.

### **Summary:**

Students will explore the many uses of water by sharing their ideas with the classroom. Students may also share this information with their families and encourage them to use water wisely.

### **Background**:

Water is fundamental to life on Earth. Although the Earth’s surface has more than 70 percent water, only about 3 percent is fresh water and less than 1 percent is available for consumption. Therefore, freshwater is a scarce and valuable resource. Humans use it for almost everything – agriculture, power generation, and personal needs. In the United States, we often take it for granted that we can turn on the faucet and have easy access to safe, clean water. However, many people around the world are not so lucky. Conserving our freshwater resources and monitoring our freshwater distribution are becoming very important issues.

### **Materials**:

* A cup of water for each student
* School white board (*write “people “, “animals” , and “plants” at the top and illustrate with a simple drawing)*
* Writing Materials

### **Skills developed**:

* Following directions
* listening skills
* Communication development

### **Directions**:

1. Make three columns on the board, label them; People – Animals – Plants.
2. Give each student a cup of water to drink. Inquiry:
	1. How do you feel when you drink water?
	2. How do you feel when you don’t drink enough water?
	3. Have you ever seen a plant that someone forgot to water?
	4. What did it look like?
	5. How do you care for pets at home or at school?
	6. Do they need water?
	7. What’s special about water?
	8. What else do you like about water?
3. Ask the students how people use water and write down their list.
4. Ask the students how animals and plants use water and write down their list.
5. As you go over the lists with the class. Remind them how important water is for every living thing on earth.

### **Extension**

1. Put up a tally sheet for the entire class and have students put a tally mark every time they use water and at the end of the day total up the results. (See example below)
2. They may use this example at home or at school.

 Track your water steps

Name: Date:

Directions: Add a tally mark every time you or a family member uses water in these categories.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Hand washing | Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  |  |  |  |
| Shower/Bath |  |  |  |  |  |
| Brushing Teeth |  |  |  |  |  |
| Cleaning |  |  |  |  |  |

  