

# WATER MATTERS

Suggested for grades 2-3

Source: Adapted from the Water Sourcebooks

<http://www.epa.gov/safewater/kids/wsb/>

## OBJECTIVES

At the end of this lesson, the students shall be able to do the following:

- A. List, orally or in writing, at least three ways water can be conserved;
- B. State, orally or in writing, the amount of water most Americans use daily; and
- C. State, orally or in writing, the amount of water used by industry and agriculture.

## BACKGROUND INFORMATION

On the average, every American uses about 150 gallons of water each day. Of that amount, only about 1/2 gallon is used for drinking. Some of this water is used for cleaning, watering plants and animals, and for recreation.

The demand for so much water sometimes causes water shortages. Everyone can help by conserving water. There are many ways to do this:

- \* Turn the water off while brushing teeth.
- \* Only wash full loads of clothes.
- \* Take showers instead of baths.
- \* Make needed repairs (fix drips!).
- \* Water outdoor plants and lawns in the early morning hours.
- \* Use a bucket and sponge to wash cars.
- \* Place a plastic bottle filled with water in the toilet tank.
- \* Use dishwashers instead of washing by hand.

Everyone should do his/her part to conserve the earth's precious supply of water.

**Term:** **conserve** - save, protect, keep; to use a resource wisely and efficiently.

## ADVANCE PREPARATION

- A. Gather the materials.
- B. Fill the plastic jug with water, put a top on it and conceal inside a grocery sack.
- C. Roll the long piece of yarn around a pencil.
- D. Conceal the short piece of yarn in your pocket.

### SUBJECTS:

Science, Language Arts, Math, Art

### TIME:

30-40 minutes for two days

### MATERIALS:

1 plastic gallon jug

150 copies of jug pattern (included)

A piece of yarn long enough to form the largest possible circle on the classroom floor

A piece of yarn - 45" long

## PROCEDURE

### I. Setting the stage

Write “267,000,000” or the most current population figure on the chalkboard. Ask, “What is this number?” Say the number and have the children repeat it. Say, “That is the number of people who live in the United States of America. Every day almost every one of those people uses 150 gallons of water. This is one gallon of water.” Show the gallon jug of water. “Do you think you drink that much water during one day? No, most people don’t. But we do drink some water, so I’m going to write, ‘We drink it’ on this picture of a gallon jug. Let’s think of some other ways people use water. (Remind students that factories/industries use lots of water in making the things they use.) Each time we do, I’ll write it on one of these jug pictures. How many jug pictures do you think I have? 150 Why do you think I have 150?” (That represents the amount of water most Americans use each day.) Continue listing ways people use water as long as interest is high. Spread the pages around the room to emphasize the amount of 150 gallons. Do as a whole group activity.

Optional – Use sheets (150) of construction or other paper that can be gathered back up at the end of the exercise. Explain to students that each sheet of paper represents a one-gallon jug of water.

### II. Activity

A. While the students watch, unroll the long piece of yarn as you walk around the room and say, “I’m going to make a circle with this yarn that represents all the water we have in the whole world.” Finish the circle, then ask, “Do you think we have a lot of water in the world?”

“Now I am going to make another circle with this piece of yarn which will represent the amount of water we can actually use.” Pull the 45” piece of yarn from your pocket and form a small circle in the middle of the large circle. Ask, “Do you think we have a lot of water to use?”

B. Ask students why we cannot use the rest of the water. If they cannot answer, help them understand the types of water that are “usable” (fresh, available, non-polluted sources) versus those that are “unusable” (saltwater, fresh water locked in ice caps, and polluted water).

C. Have each student draw a water conservation poster about Water Matters – Use it Wisely.

### III. Follow-Up

A. Ask the students why Water Matters? Why does the way we use water matter?

B. Arrange for one older student (per child) to accompany each of your students to different classrooms in the school to share their Water Matters poster.

### IV. Extension

A. Let each child take home a “Water Conservation Family Contract” for the family to complete and sign as a homework assignment.

B. Punch holes in the paper shaped like gallon jugs as pages to create a book. Let the children illustrate the pages. Place them in a loose-leaf notebook and continue (through the year) adding ways people use water until all 150 pages are complete.

## RESOURCES

“Clear Water Foundation Calendar”, Clear Water Foundation, 444 N Capitol Street NW, Suite 330, Washington, D. C. 20001.

<https://dklbweb.dekalbga.org/watersewer/teachers.html>

<https://dklbweb.dekalbga.org/watersewer/children.html>

<http://www.epa.gov/safewater/kids/wsb/> (Water Sourcebooks – free downloads!)

<http://www.projectwet.org/>

<http://www.eeingeorgia.org/>