



# Lesson 7

## Using Water



Learning Standards & Assessment



Time



Resources



Curricular Integration



Handouts

CRD

every drop counts



## Science

### Big Ideas

- ▶ Water is essential to all living things, and it cycles through the environment.

### Content

- ▶ Water sources including local watersheds
- ▶ Water conservation



**45-60 minutes, over at least 2 days, plus out of class time**



Educator's Kits, including hardcopy lesson plans and support materials, are available for loan through the CRD. For pickup locations, print-friendly materials and multimedia tools see [www.crd.bc.ca/teacher](http://www.crd.bc.ca/teacher) or contact the CRD at 250.360.3133.

## Lesson 7d:

# Using Water - Humans

## Purpose

This is the fourth of the Using Water lessons. This lesson focusses on how humans use water.

*Note: This lesson extends over two days.*

## Preparation

1. Photocopy "My Fresh Water Log" (one/student)

## Procedure

### Water Audit - How I Use Water

#### DAY ONE- LOG

1. Distribute the student handout, "My Fresh Water Log". Explain that for one full day, students will use the handout to log all the ways they use water.
2. Have them make predictions about their water use habits- What do they think they will use water for the most? The least? Where do they think they will use water the most? The least?

#### DAY TWO- TALLY

1. Have students calculate their top three most frequent water uses. Distribute 3 water drops to each student and have them place one water drop beside each of their top three uses.
2. Review the gallery walk categories and which water uses are necessary for survival, e.g.: Drinking- we need fresh water and Eating - People can absorb water from the plants and animals they eat. How often did they use water for "survival"?



### Teacher Resources

- ▶ Assessment Tool: "My Fresh Water Log"

### Student Resources

- ▶ Activity Sheet: "My Fresh Water Log"
- ▶ Water Portfolio

### Lesson Resources

- ▶ Tally: Top Three (ways our class uses water)
- ▶ Tally Markers

### Parent Resources

- ▶ *How is Fresh Water Used?*
- ▶ *My Family's Fresh Water Log*

## Discussion

1. Discuss the findings such as:
  - Where and when did the class use the most water, the least and what for?
  - How many people used water to wash their dogs?
  - What are some of the unique ways your classmates have used water?
  - Were any predictions right? Were there any surprises?

Distribute the parent handout, *How Is Fresh Water Used?* for students to take home. Advise students that they should also take home their water usage logs.



## Curricular Competencies

Look for evidence that students are able to:

### Science

- ▶ Questioning and predicting
  - Observe objects and events in familiar context
  - Ask questions about familiar objects and events
  - Make simple predictions about familiar objects and events
- ▶ Planning and conducting
  - Make and record observations
  - Make and record simple measurements using informal or non-standard methods
- ▶ Processing and Analyzing
  - Sort and classify data and information using drawings, pictographs and provided tables
  - Compare observations with predictions through discussion
  - Identify simple patterns and connections
- ▶ Evaluating
  - Compare observations with those of others
  - Consider some environmental consequences of their actions
- ▶ Communicating
  - Communicate observations and ideas using oral or written language, drawing, or role-play



## Extensions and Adaptations

- ▶ Save the data collected from the logging exercise, and use in conjunction with Lesson 11: Water Consumption (mathematics).
- ▶ **Have students create a Community Water Map.**  
Community maps allow users to add their own information and knowledge including icons, photos, artwork and stories. Electronic versions can include links to videos, audio tracks, webpages and other multimedia. A water map could include identification of salt water and fresh water sources, who uses water and how. The map could include toilets, sinks, shower/bath, swimming pool, water fountains, water park, hoses, laundromat, dog grooming, lakes, streams, rivers, beaches, ocean, car washes etc.

Sample maps: **[www.greenmap.org](http://www.greenmap.org)**

Maps are listed by theme or location.

Sample icons: **[www.greenmap.org/icons](http://www.greenmap.org/icons)**

Use these or create your own.

Social Studies: use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- ▶ Online games and resources:
  - **[www.wateruseitwisely.com/kids/index.php](http://www.wateruseitwisely.com/kids/index.php)**



## My Fresh Water Log

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a prediction.

***I will use water most often at (school, home, other) \_\_\_\_\_.***

***I will use water the least often \_\_\_\_\_.***

Record all the ways you use water for one full day.

<b>Morning</b>		
<b>AT HOME</b>	<b>AT SCHOOL</b>	<b>AT OTHER PLACES</b>

***Answer at least one of the following:***

***Something I noticed was...***

---

***An idea I had about using less water was...***

---

***One way I conserve water is...***

---

***Other:***

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_



<b>Lunchtime</b>		
<b>AT HOME</b>	<b>AT SCHOOL</b>	<b>AT OTHER PLACES</b>

***Answer at least one of the following:***

***Something I noticed was...***

---

***An idea I had about using less water was...***

---

***One way I conserve water is...***

---

***Other:***

---



Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Afternoon</b>		
<b>AT HOME</b>	<b>AT SCHOOL</b>	<b>AT OTHER PLACES</b>

***Answer at least one of the following:***

*Something I noticed was...*

---

*An idea I had about using less water was...*

---

*One way I conserve water is...*

---

*Other:*

---



Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evening</b>		
<b>AT HOME</b>	<b>AT SCHOOL</b>	<b>AT OTHER PLACES</b>

***Answer at least one of the following:***

***Something I noticed was...***

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***An idea I had about using less water was...***

---

***One way I conserve water is...***

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***Other:***

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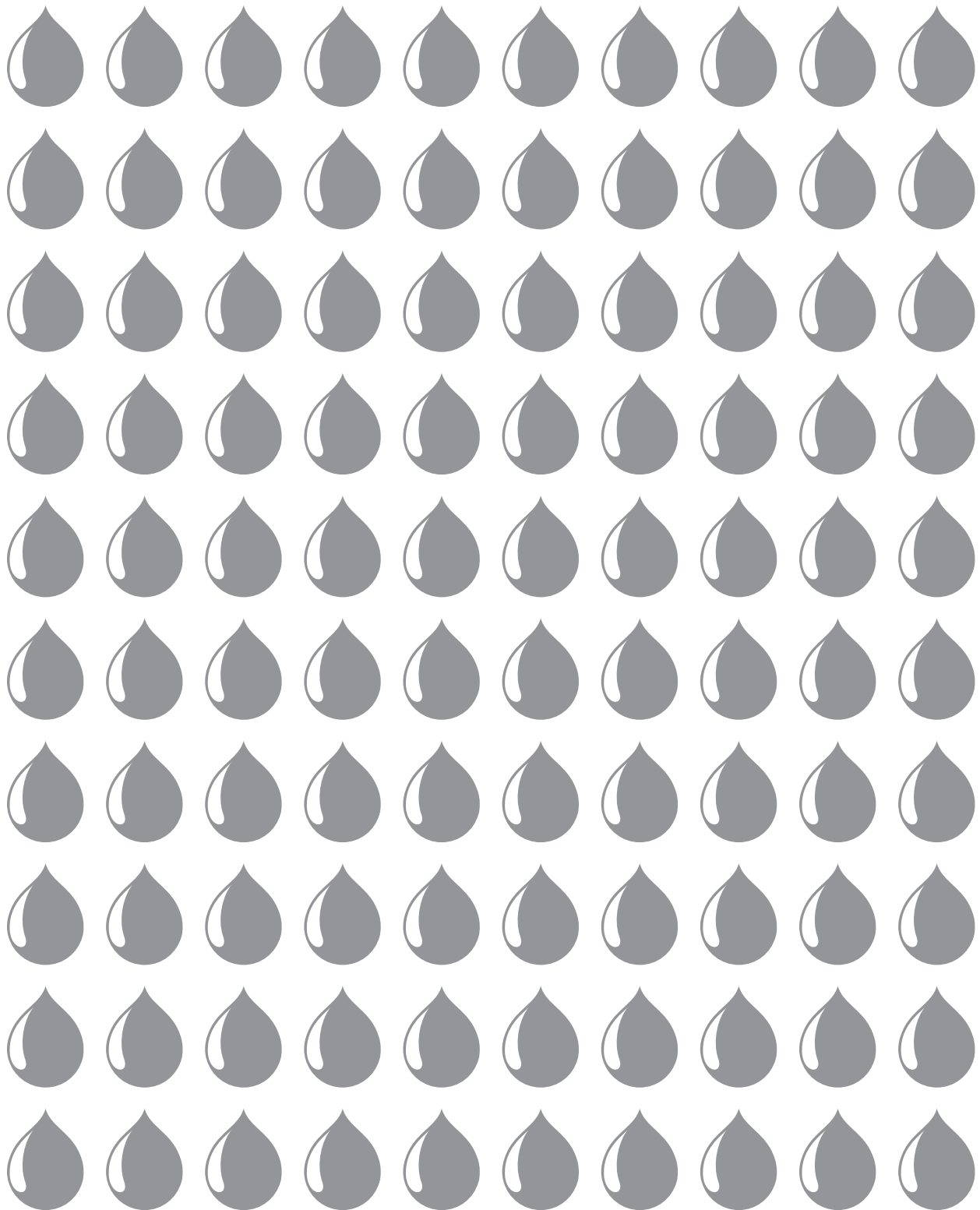


## Tally - Top Three Ways Our Class Uses Water.

<i>Food – cook, grow, transport</i>	
<i>Energy</i>	
<i>Drinking</i>	
<i>Transportation</i>	
<i>Fun &amp; Relaxation</i>	
<i>Cleaning</i>	
<i>Hygiene (cleaning myself)</i>	
<i>Cultural</i>	
<i>Gardening</i>	



# Tally Markers

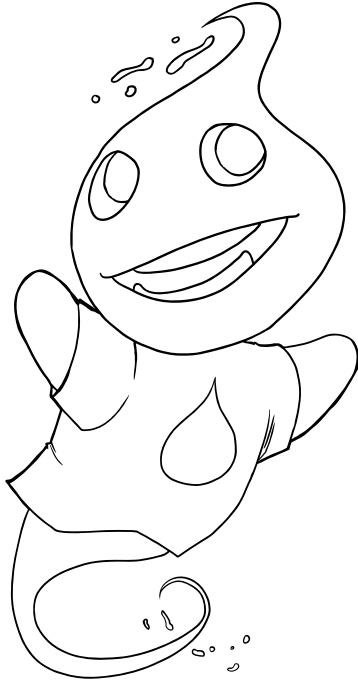


## How is Water Used?



Over the past few days in class, your child has been learning about the number of different ways that all living things – plants, animals, and people – use water. As part of this unit, your child has been asked to create a log to record all the ways in which she or he uses water over the course of the day.

You can help your child learn more by completing a water usage chart for the whole family. Include water used inside or outside your home, at work, at school, and in the community. Use this as an opportunity to think about how much water you use and ways that you might conserve and protect water for all living things..



### ***Did You Know...***

***Showers and baths are the greatest water use in the home - 35% of indoor water use.***

