

Title: Water Is Very Special

Source: The Water Sourcebooks, U.S. Environmental Protection Agency

Subject(s): Language Arts, Visual Arts

Grade(s): K-2

Objectives: In this activity, students will be able to write or tell ways people use water for cleaning, eating, drinking and having fun.

Summary: The activity begins with students observing and discussing a series of dried foods and drink mixes that require water to make them palatable. Students listen to the poem “Water Is Very Special” and work together to create a mural that illustrates the poem. Students will record the ways they use water in their daily lives.

Standards: ELAKR6. The student gains meaning from orally presented text.

ELA1R6. ELA2R4. The student uses a variety of strategies to understand and gain meaning from grade-level text.

VAKMC1. VA1MC1. VA2MC1. The student engages in the creative process to generate and visualize ideas.

VAKMC3. VA1MC3. VA2MC3. The student selects and uses subject matter, symbols, and/or ideas to communicate meaning.

VAKCO12. VA1CO12. VA2CO12. The student applies information from other disciplines to enhance the understanding and production of artworks.

WATER IS VERY SPECIAL

K-2

OBJECTIVES

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

1. Write or tell ways people use water for cleaning;
2. Write or tell ways people use water for eating or drinking; and
3. Write or tell ways people use water to have fun.

BACKGROUND INFORMATION

Water is very important to all living things. Without water all plants, animals, and people would die. We use water for drinking and for preparing food. We use water for cleaning our bodies, our homes, our pets, and our cars. We use water to have fun when we go swimming and boating. Water is used EVERY DAY.

ADVANCE PREPARATION

- A. Gather materials.

PROCEDURE

- I. Setting the stage
 - A. Sit on the floor with the children in a large semi-circle around the teacher. Show them a plate on which uncooked spaghetti noodles, dry jello powder, and macaroni noodles sprinkled with powdered cheese have been placed. In a clear drinking glass, empty a pack of Kool-Aid powder.
 - B. Point to the spaghetti and ask, "What is this?" (spaghetti). "Would you like to eat it?" "What does the spaghetti need to make it taste good?" (to be cooked).
 - C. Point to each of the other food items and ask the same questions.

SUBJECTS:

Science, Art

TIME:

20-30 minutes

MATERIALS:

2 oz uncooked spaghetti
1 box macaroni and cheese
1 box jello
1 pack Kool-Aid
butcher paper
plate
glass

D. On a dry erase or chalkboard, write:

Spaghetti Jello Macaroni and Cheese Kool-Aid

E. Ask, "How does a person cook spaghetti?" After someone answers, write the word "water" under the word "spaghetti" on the board. "How does a person cook macaroni?" Write "water" under "macaroni." Ask the same question about jello and Kool-Aid and write "water" under each word on the board.

Spaghetti Jello Macaroni and Cheese Kool-Aid
water water water water

F. "Look at the board. What do you notice?" (We use water to prepare all four of the food items). "Is water important when we are preparing food?" "Is water important at other times?" Discuss.

G. Read the poem written by Beth Corum:

WATER IS VERY SPECIAL

Water is in drippy drops,
Water is in soapy mops,
WATER IS VERY SPECIAL.

Water fills swimming pools,
Water fills fishes schools,
WATER IS VERY SPECIAL.

Water makes spaghetti floppy,
Water makes puddles sloppy,
WATER IS VERY SPECIAL.

Water keeps us all alive,
It's necessary to survive,
WATER IS VERY SPECIAL.

Read the poem a second time. Have the children say together "Water is very special."

II. Activity

A. Write the poem in a single line across the top of a long piece of butcher paper. Let the children work in groups to create a mural which illustrates each line to the poem. (Under the words).

III. Follow-Up

A. As each child completes his portion of the mural, he should join the teacher and answer these questions:

“What is one way we use water for eating or drinking?”

“What is one way we use water for cleaning?”

“What is one way we use water to have fun?”

- B. Graph the results by letting the child paint or color sections which represent his/her answers.

IV. Extension

- A. Have the children sit at their tables with paint brushes and art paper. Pour some dry tempera paint onto a paper plate in the middle of the table (or give them individual paint sets). Tell them to paint a picture. Someone will point out that they need water in order to paint. Discuss. Add water. Paint pictures.
- B. Have children keep track of how water is used to prepare their dinner. Could be done for one night or a week.

RESOURCE

Water, World Book Encyclopedia, 1988, Vol 21, p. 116-118.

Original activity by Beth Corum, Lauderdale County Schools.