

Title:	The Water Window
Source:	The Water Sourcebook Series, U.S. Environmental Protection Agency
Subject(s):	Language Arts, Math
Grade(s):	K-2
Objectives:	Students will be able to list, orally or in writing, at least three ways water can be conserved; state, orally or in writing, the amount of water most Americans use daily; and state, orally or in writing the amount of water used by industry and agriculture.
Summary:	After reading the “My Water Window” poem, students will watch as the teacher unrolls a long piece of yarn in a circle around the room, representing the world’s water. Then the teacher will unroll a small piece of yarn, representing the amount of water we can use. Students will discuss “usable” and “unusable water” and read the poem again. Students will then create their own water window, drawing in examples of water being used.
Extension:	Perform the “How Wet Is Our Planet?” activity. Fill a 5-gallon aquarium or bucket with water and ask students to imagine it is all of Earth’s water. Then, have a volunteer put 25 tablespoons of the water into a clear jar, labeled “freshwater.” Have another volunteer take 8 tablespoons out of “freshwater” and put it into a measuring cup labeled “groundwater.” Finally, have a third volunteer put about one tenth of a tablespoon from “freshwater” into a small cup labeled “rivers and lakes.” The water in “groundwater” and “rivers and lakes” is the water available for use by humans. Discuss the implications with students.
Standards:	<p>ELAKR6. The student gains meaning from orally presented text.</p> <p>ELAKR5. ELA1R5. ELA2R3. The student acquires and uses grade-level words to communicate effectively.</p> <p>MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.</p> <p>M1M1. Students will compare and/or order the length, height, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.</p> <p>MKP4. M1P4. M2P4. Students will make connections among mathematical ideas and to other disciplines.</p>

# THE WATER WINDOW

K-2

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## OBJECTIVES

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

1. List, orally or in writing, at least three ways water can be conserved;
2. State, orally or in writing, the amount of water most Americans use daily; and
3. 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.

## ADVANCE PREPARATION

- A. Gather the materials.

### SUBJECTS:

Language Arts, Science, Math, Art

### TIME:

30-40 minutes for two days

### MATERIALS:

1 plastic gallon jug  
150 copies of jug pattern  
a piece of yarn long enough to form the largest possible circle on the classroom floor  
a piece of yarn - 45" long  
1 copy of "My Water Window" poem/art project per student

- 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.

## PROCEDURE

### I. Setting the stage

- A. 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 - Punch holes in the gallon jug pages. 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.

### II. Activity

- A. Read “My Water Window” poem.
- B. 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?”

- C. 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, nonpolluted sources) versus those that are “unusable” (saltwater, fresh water locked in ice caps, and polluted water).
- D. Read the poem again.
- E. Show one of the window shutter pages. Read the poem again, pointing to each word. Encourage them to “read” with you.

F. Give directions:

“Inside the window shutters, the paper looks like a window. The tiny square in the corner represents the amount of water we can use. Color the square blue. Color the frame brown. On the rest of the window draw pictures of fish (and other sea creatures), boats, people swimming and other examples of water being used.” The pages should be copied back-to-back so that when the shutters are folded and opened the frame is revealed.

III. Follow-Up

- A. Arrange for one older student (per child) to accompany each of your students to different classrooms in the school to share their “Water Windows.” The older child can read the poem and the younger child can show the “Water Windows.”

IV. Extension

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

## RESOURCE

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

When I look through my  
Water Window...

I see river water for fishing,  
I see lake water for fun.  
I see ocean water for  
surfing,  
We've got water by the ton!

But when I look a little  
closer  
For the part that we can  
use,  
I see we've only got a little;  
If I waste it- we ALL lose!

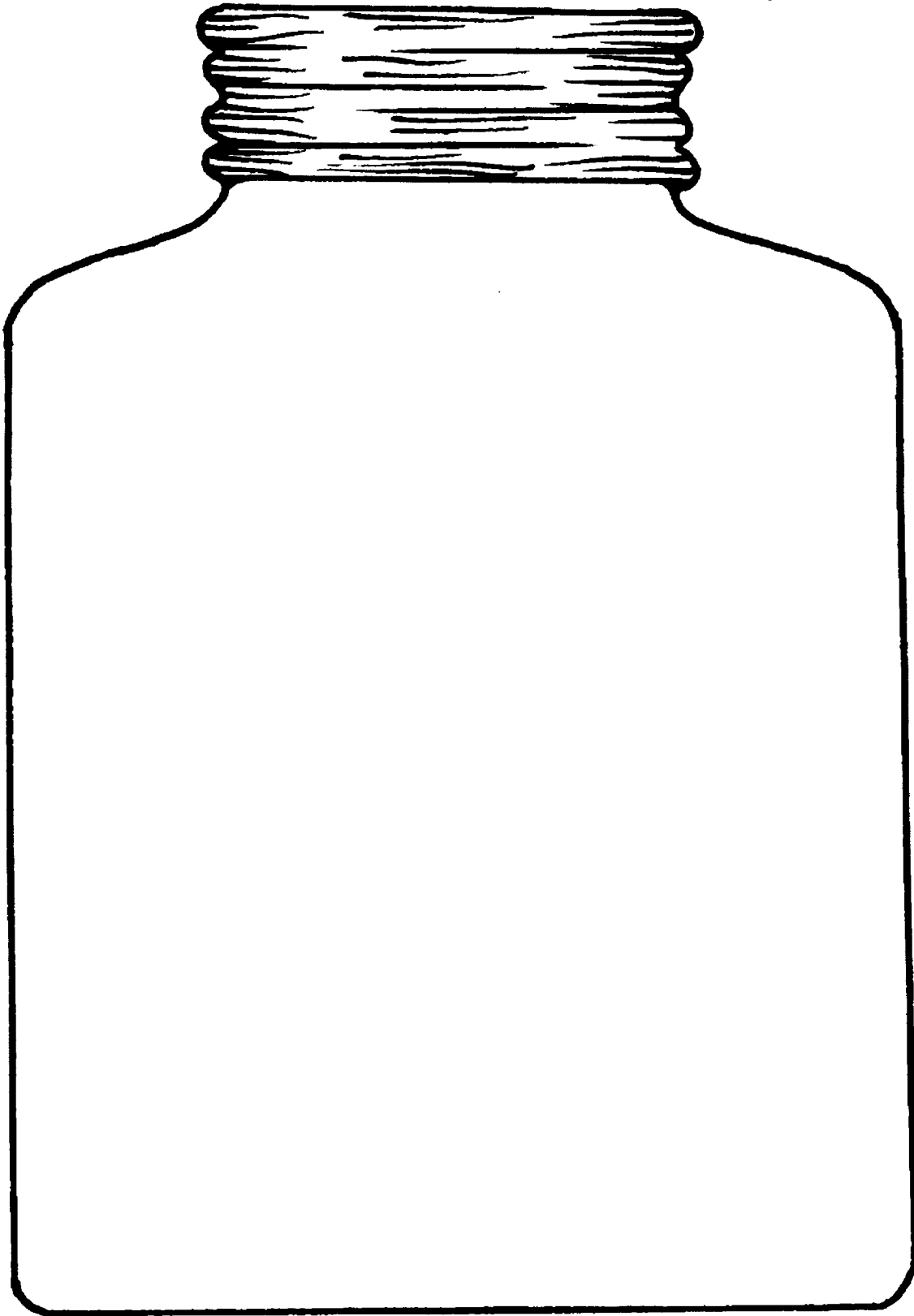
Beth Corum

## Water Conservation Family Contract

We, the \_\_\_\_\_ family realize that our Earth's water supply is limited. We will do our part to conserve water in the following ways:

Each family member sign:

HOW DO WE USE WATER?



through my  
WINDOW

water for

water for fun.  
water for

water by the ton!

take a little

that we can

only got a

we ALL lose!

When I look  
WATER

I see river water  
fishing,

I see lake water

I see ocean  
surfing

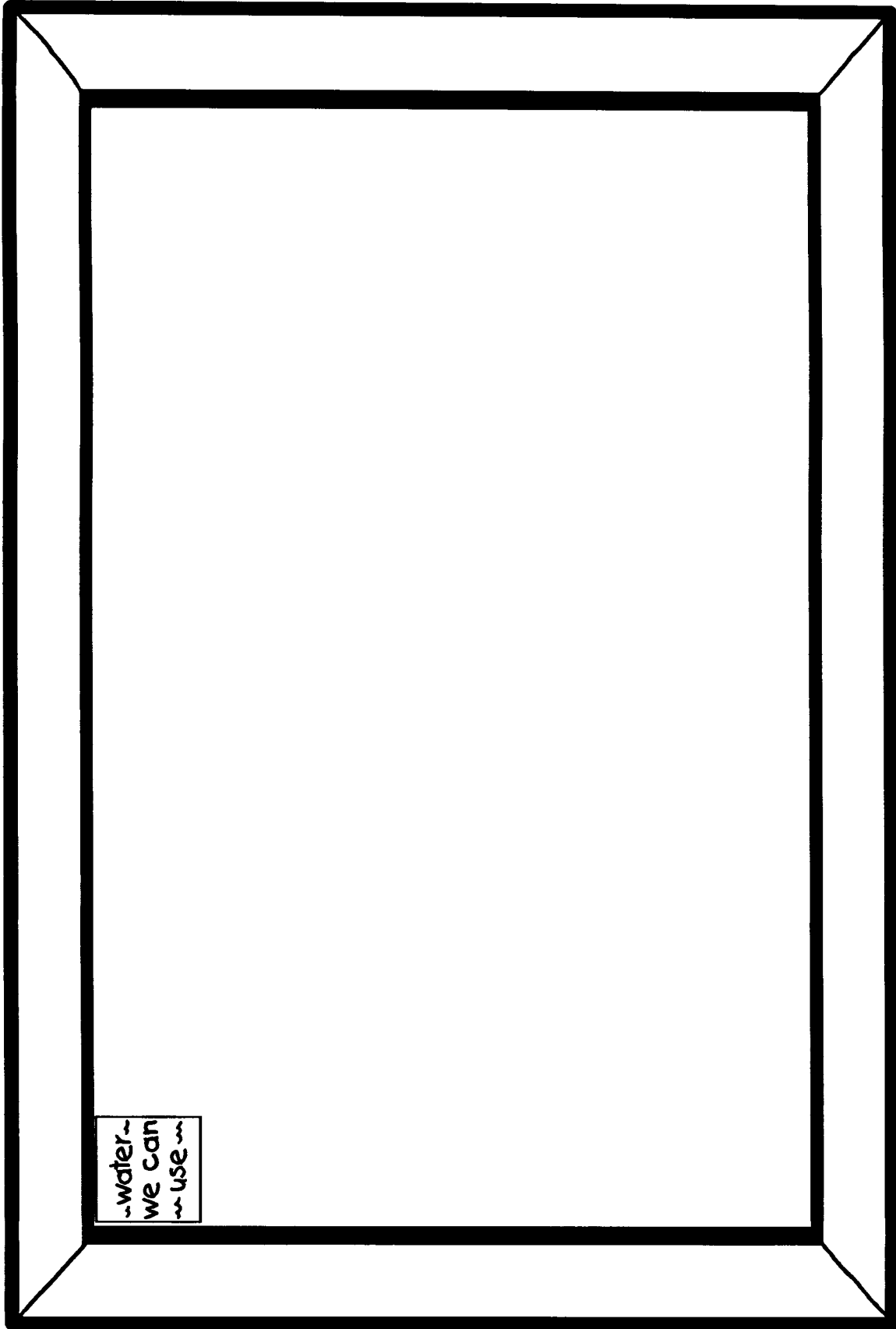
We've got water

But when I look  
closer,

For the part  
use,

I see we've  
little,

If I waste it-



water  
we can  
use