HUNG UP ON WATER CONSERVATION

K-2

OBJECTIVES

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

1. Identify, orally or in writing, at least two ways people waste water;
2. Identify, orally or in writing, at least two ways people conserve water; and
3. Give an oral or written definition of conserve.

SUBJECTS:
Science, Art

TIME:
1 hour 15 minutes total
(3 activities: 40 minutes, 30 minutes, and 5 minutes)

MATERIALS:
2 paper plates per student
green, brown, and blue tempera paint
stapler
student sheet (included)
water drop pattern (included)
chart paper
1 wire clothes hanger per student
1 quart-size (or larger) resealable plastic bag per student
5 gallon jug

BACKGROUND INFORMATION

There is a lot of water in the world, but only a small part of it can be used for drinking, cooking or cleaning. The rest of the world's water is either salt water (oceans), frozen (icecaps), or polluted. Since we have a limited supply of water we must use our water wisely and not waste it.

Water Conservation Facts

1. A household can save up to 20,000 gallons of water each year by fixing leaky faucets.
2. A leaky faucet puts 3-5 gallons of water down the drain every minute.
3. More than five gallons of water is wasted if the tap water is running while brushing teeth.
4. Only 1/2 gallon of water is used if the toothbrush is just wetted and rinsed. Savings: Up to 4 1/2 gallons each time teeth are brushed. Fill five gallon jugs with water to demonstrate how much water is wasted.
5. Washing dishes with the tap running can use an average of 30 gallons of water.
6. Washing dishes (by hand): Fill basin, wash the dishes; empty basin; fill basin; rinse dishes; use about five gallons of water. Savings: 25 gallons each time dishes are washed.

7. Washing a car at home, using a hose, uses up to 150 gallons of water.

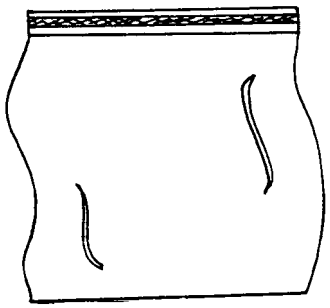
8. Washing a car: Washing it at a self-service car wash, uses 5-10 gallons. Using a sponge and a bucket, uses 15 gallons. Savings in each case: Over 100 gallons of water.

Term

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

ADVANCE PREPARATION

A. Cut through the zippered corners of each resealable plastic bag.



PROCEDURE

I. Setting the stage

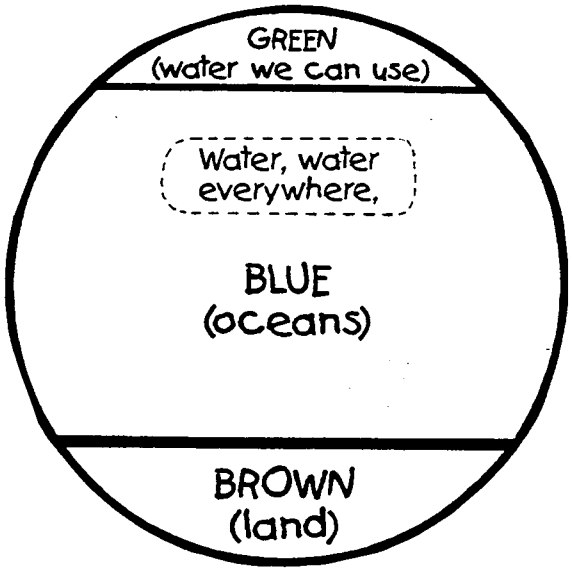
A. Share the background information.

B. Let each student tell one way people waste water and/or one way people conserve water. Write their responses on chart paper:

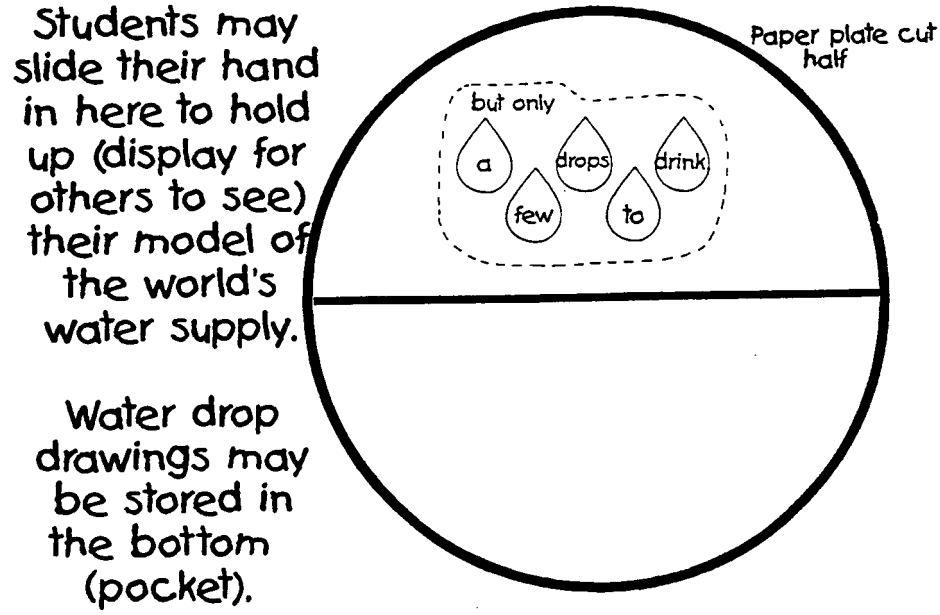
PEOPLE WASTE WATER WHEN THEY:	**PEOPLE CONSERVE WATER WHEN THEY:**
1.	1.
2.	2.
3.	3.
4.	4.

II. Activities

A. The students will make paper plate representations of the world's water supply.
1. Have the students paint a paper plate according to your instructions:



2. When the paint is dry, cut another paper plate in half and staple both halves to the back of the painted plate:



3. Give each student a copy of Student Sheet A. Have him/her cut on the dotted lines and glue:

"WATER, WATER EVERYWHERE"	to the painted part of the paper plate project
"BUT ONLY A FEW DROPS TO DRINK"	to the back (top half) of the paper project

B. Students will draw pictures of examples of water being wasted and conserved.

1. Review the chart lists (see Setting the stage).

2. Give each student two large water drop shapes (Student Sheet B) and these instructions, "On one water drop shape, draw a picture of a way people waste water. On the other water drop, draw a picture of a way people conserve water. When you're finished, cut them out and store them in the pocket on the back of your paper plate project."

III. Follow-Up

A. Copy Student Sheet B for each student. Have each student make an additional water drop drawing and place it in one of the prepared resealable plastic bags. Snap the bag to the bottom of a wire clothes hanger. Display on a bulletin board.

IV. Extension

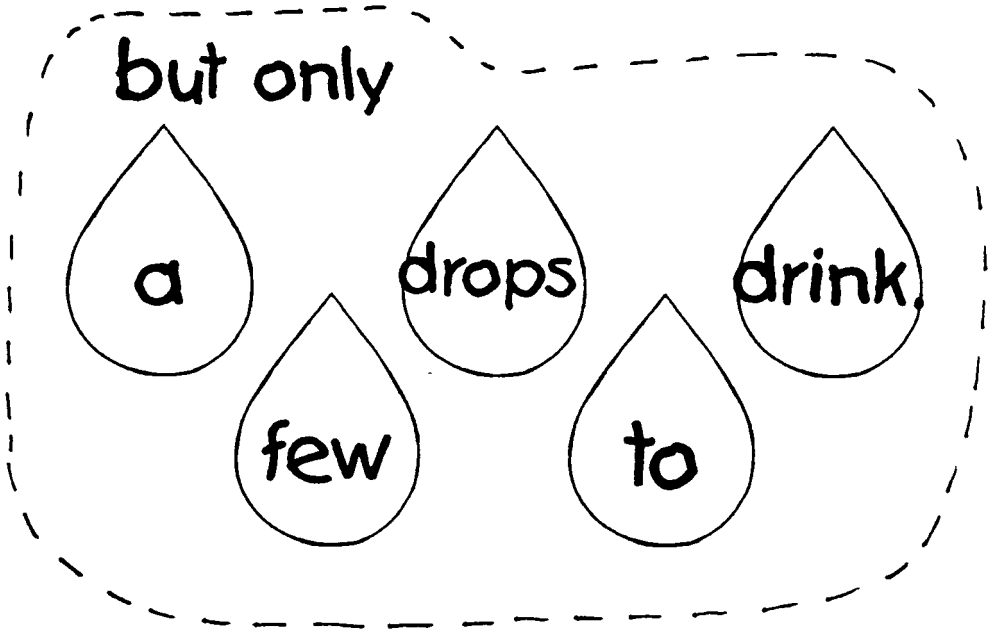
A. Give each student approximately two cups of water in a plastic container, another shallow plastic container, a teaspoon, and some salt. Say, "Let's pretend this water represents all the water in the world. When I say 'Go', dip the water with your spoon quickly but carefully into the other container. 'Go'." Play a waterrelated song for one minute. Say, "Stop." "Sprinkle the salt into the large container. Let's pretend this water represents all the ocean water. Look at the water you dipped out. Let's pretend this represents the water we have to drink and use. Which one is more? Do we have a lot of water to use? Do we need to conserve water? How could we use this fresh water instead of pouring it down the drain?" (Follow one or more of the suggestions). "Could we use the salt water for anything?" Discuss.

RESOURCE

Brownlee, Sharon, "Living With Our Legacy", U.S. News and World Report, April 23, 1990.

Student Sheet A

Water, water
everywhere,



Student Sheet B

Water drop pattern for activity B-2