Lesson 7: The Water Song

TEKS: Prekindergarten

Language and Communication Domain:

II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.

Reading Domain:

III.D.4 Child will make inferences and predictions about text.

Social Studies Domain:

VII.A. I Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

VII.A.3 Child connects their life to events, time, and routines.

Science Domain:

V1.C.1 Child observes, investigates, describes and discusses earth materials, and their properties and uses.

Physical Development Domain:

IX.C.3 Child practices good habits of nutrition and exercise.

Objectives:

- Students will explain why water is important for all living things.
- Students will recognize that the earth is primarily covered by water.
- Students will identify and describe sources of water.

Activities:

1. Introduce the Video (5 minutes) – *The Water Song* video and discussion.
2. Shared Reading (15 minutes) - Explore a book, A Cool Drink of Water by Barbara Kerley.
3. Circle Time: Globe Toss (8 minutes) – An activity to explore how 71% of Earth's surface is water-covered.
4. Circle Time: Illustrate It (20 minutes) – An activity to explore how 71% of Earth's surface is water-covered.
5. Group Activity: The Many Uses of Water; A Class Book (20 minutes) – Students will explore the many uses of water in their daily lives.
6. Points to Ponder (5 minutes) – Options for further discussion.
7. Extension Activities (15 to 20 minutes) – Further exploration of concept.
8. Family Activity (15 minutes) - Family activity to be done at home and reported about at school.

Materials:
Introduction- Video: *The Water Song,* poster with the lyrics

Globe Toss: inflatable globe, chart tablet, markers

Illustrate It: white paper plates, crayons

Water's Many Uses: camera, batteries, chart tablet, markers, paper, pencil, crayons

Extension Activities:
Properties of Water (Tap and Salt): 2 clear, plastic drinking cups with water, salt, tablespoon, 2 celery sticks, paper, crayons

The Water We Drink: sentence strips, tape, crayons, pencils, scissors, glue, white paper

Rain: plastic tub, water, plastic cups with small thumb tack sized holes in the bottom, cotton balls, laminated pictures of rain, laminated photos of clouds (cirrus, stratus, cumulus and cumulonimbus)

Puddle Jumping: blue construction paper (cut in circles of different sizes) with words (both actions and sounds), music with rain themed songs (i.e. Itsy Bitsy Spider, Singing in the Rain)

Family Activity- 100 pennies, poster, markers, pencils

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, you might ask students to EXPLAIN why water is important to all living things (Bloom). Alternatively, for a musical style of learner (Gardner), you might have the students sing extra verses to *The Water Song* to convey one (or more) important facts about water. They could sing *The Water Song* with split lines in two groups. Group A, could sing, "Juice and soda." Group B, could sing "are desserts." Group A could then sing, "That's why we drink…" Group B, could sing, "Water first."

Did You Know?

Why do we have water shortages if water makes up most of the earth's surface? Most of the earth's water is salt water, and our bodies and plants cannot use salt water. Fresh water, which our bodies and plants use, makes up only about 1% of the Earth's entire supply of water.[1]

[1] https://water.usgs.gov/edu/qa-home-percapita.html

Brain Builder Vocabulary:
natural resource
ocean
river
stream
fresh water

salt water
conserve

Other Resources:
A Cool Drink of Water by Barbara Kerley
A Drop of Water: A Book of Science and Wonder by Walter Wick
I Am Water by Jean Marzollo
Water: Emergent Reader Science by Susan Canizares
https://water.usgs.gov/edu/qa-home-percapita.html

The Water Song Activities

Introduction (5 minutes)

1. In the classroom, post the words to *The Water Song* on a large chart.
2. **Before you watch the video,** welcome the students by saying, "Hello boys and girls. Today we are going to visit with the potatoes and learn about water and explore why it is important." Ask the students how much water they drink on a daily basis.
3. Reintroduce the video and share, "Let's see what the potatoes say and do."
4. Watch *The Water Song* video.
5. **After you co-view the video**, explore the following questions: What different plants and animals used water in the video? Were any of them ocean animals? Which? How did the potatoes use water in the video? Discuss the importance of drinking water daily; challenge them to encourage others to serve water instead of sugary drinks. Celebrate the easy and healthy act of drinking water.

Shared Reading (15 minutes)
Materials: A Cool Drink of Water by Barbara Kerley

1. Do a "picture walk" as you share the cover, title, author and pictures. Ask them to share their thoughts about what they see in the pictures. How is this book different from other books we have read?

   Encourage the children to make observations about the book (possibilities may include: illustrations, about the font or print; the types of characters; lines were repeated- repetitive text, etc.).

   Ask the students, "What is the child on the cover doing? Why?
2. Read the book, A Cool Drink of Water by Barbara Kerley. Pause as needed to introduce new vocabulary words.
3. Review the key points of the text and discuss the different ways that people drink water. As a class, describe what you noticed in the pictures.
4. Revisit the last two pages of the book. Talk about how everyone in the world needs water. Explore how people share water, how people conserve water, and the many ways that people get water.

Circle Time Activity: Globe Toss (8 minutes)

Materials: inflatable globe, chart tablet, markers

1. Create a "t-chart" labeled Water (W) and Land (L).
2. Students will assemble in a circle, standing next to their classmates. They should stand; ready to catch the globe, with their fingers spread wide.
3. Toss the globe to a student. Ask him/her to share if their thumbs are on water or on land.
4. Place a tally mark in the corresponding column, water or land, to identify where the child's thumbs touched the globe.
5. The student will toss the globe back to you.
6. Toss the globe to another student and ask him/her the same question.
7. Repeat this several times.
8. Study the results. Ask the class, "Where did our thumbs land most often- on water or on land?" Explore what your results might mean as they consider Earth and the water and land that cover it.
9. Talk with them about how the earth's surface is 71% water-covered.

Circle Time: Illustrate It (20 minutes)

Materials: white paper plates, crayons

1. Revisit with the students how the earth's surface is 71% water-covered.
2. Each child will fold a white paper plate in half.
3. Then, they will fold the plate in half again. (It should be folded into fourths.) Help the children as is needed.
4. The children will color one of the sections green; help to label it as land. The child can draw a picture of living objects, animals, or humans that live on land.
5. The children will color the remaining 3 sections blue; help to label it as ocean. In each of these sections, the child can draw pictures of living objects or animals that live in the ocean.
6. Talk with the children about how 3 of the 4 pieces of their plates are colored blue. The blue represents the ocean and the bodies of water that cover the Earth's surface. Encourage them to take this activity home to share with their family members.

Group Activity: Water's Many Uses (20 minutes)

Materials: camera, batteries, chart tablet, markers, paper, pencil, crayons

1. Walk around the school together and **hunt** for places where they find water.
2. Take photos or make a running list them as you find them.
3. When you return to the classroom, write the list on chart tablet.
4. The children will work independently to create drawings and illustrate where they found water sources and how people use water daily.
5. Support the students as needed with story starters like: Things that need water to live…; Places I use water at home…; Places we use water at school.
6. During Circle Time, give students the opportunity to share with the group their illustrations and to talk about their observations.
7. Extension Idea: Children can create a drawing of living objects that need water to grow and thrive.

Points to Ponder (5 minutes)

1. Our bodies are made of mostly water just like the Earth's surface is! It's what makes up the majority of our blood, digestive juices and sweat, and it's found in our organs and muscle cells.[1]
2. When your body doesn't have enough water, that's called being dehydrated. Dehydration also can keep you from being as fast and as sharp as you'd like to be.[2]
3. You can help your body by drinking when you're thirsty and drinking extra water when you exercise and when it's warm out.[3]
4. Plants, animals, and people need water to live and survive.[4]
5. Choose water! It's the all-natural drink that is best for your body.

Extension Activities:

Science: Properties of Water (Tap and Salt) (10 minutes)
Materials: 2 clear, plastic drinking cups with water, salt, tablespoon, 2 celery sticks, paper, crayons

1. Talk with your students about what they "already know" about water. They should draw on their prior knowledge and describe how it tastes, feels, looks, sounds and smells. Show them a cup of water and ask them to use their senses to describe its properties. (Students should not drink water.)

   Fill two clear, plastic drinking cups with water. Put one heaping tablespoon of salt in one of the cups and stir it. Students will make observations about the salt water. How does it different look different from the cup of tap water? Is it clear? Compare the salt water with the tap water. Explore the following with the class: Discuss where salt water is found. Should humans drink salt water? Are animals able to survive in salt water?

2. For part 2 of the activity, place a celery stick in each glass. The students will observe the celery over the course of one week. Provide paper and crayons near the observation station; students can create a daily log about their observations. Do they celery sticks look, feel, and smell the same after the week?

[1] https://healthy-kids.com.au/food-nutrition/drinks/water/

[2] http://kidshealth.org/en/kids/water.html

[3] http://kidshealth.org/en/kids/water.html

[4] http://eschooltoday.com/science/needs-of-living-organisms/living-things-need-water-to-survive.html

Art Center: The Water We Drink (10 minutes)

Materials: sentence strips, tape, crayons, pencils, scissors, glue, white paper

Talk with the students about the amount of water that is recommended that preschoolers drink daily- 5 cups. This is the amount of water from all sources: drinking water, beverages, and food. Identify the places where they get water from (i.e. glass, water fountain, bottled water, sink).

1. Students will copy the word, 'water,' on a sentence strip.
2. On a piece of paper, they will draw the number of glasses of water they need to drink each day.
3. They will then cut out the glasses and paste them onto the sentence strip and label each with a corresponding number (i.e. the first water glass with a number 1, the second with a number 2).
4. Help the students tape the sentence strip to make a headband.
5. Students will talk with a partner to share reasons why water is the best choice.

Sensory Center: Rain (15 minutes)
Materials: plastic tub, water, plastic cups with small thumb tack sized holes in the bottom, cotton balls, laminated pictures of rain, laminated photos of clouds (cirrus, stratus, cumulus and cumulonimbus)

In the sensory center, students will scoop water into cups with holes and cups that do not have holes. Talk with them about their observations. Ask questions like, "Does water sift out of all of the cups? If you hold the cup with the holes high in the air, what happens to the water? Does it take a longer time for the water to travel into the bin? Is it quicker?" Then, introduce cotton balls into the activity. Ask questions like, "If you look in the sky, what do the cotton balls remind you of? What happens if the cotton balls get wet? Do they retain the water? If you squish the cotton balls, what happens to the water?" As you do this activity, use descriptive words to talk about the laminated pictures.

Music: Puddle Jumping (15 minutes)
Materials: blue construction paper (cut in circles of different sizes) with words (both actions and sounds), music with rain themed songs (i.e. Itsy Bitsy Spider, Singing in the Rain)

In a small group, talk with the students about rain and puddles. Ask the children if they have played in the rain or in puddles after the rain. Ask them to name actions they might perform if they were to play in a puddle (splash, tap, hop, jump, run). Next, ask them to describe the noises they hear during a rainstorm (drips, pitter patter, boom, crash).
Then, introduce the circles (that represent puddles and rain) to the children. Hold up each circle, one at a time, and introduce the actions and sounds written on

them. You will play the song and when it stops the children will freeze; select one of the circles from your stack. Together, act out the action or sound—encouraging the children to be as creative as possible to perform. Play the music again and freeze when the music stops. Repeat.

Family Activity

The family activity will allow the child and their family to explore in depth about the importance and purpose of water. Encourage the child to share what they learned at school. Also, ask them to share what they explored with their family.

Print this letter to share activity ideas for families to explore at home.

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, ***The Water Song***. (View it at: www.klrn.org/healthy-kids.)

We are studying water and how it helps us to stay healthy. We have also discussed water conservation which means protecting our water to make sure we have what we need in the future.

Did You Know…?

- We have water shortages even though 71% of the earth's surface is water-covered.
- Most of the water on Earth is salt water.
- Our bodies and plants need fresh water and not salt water.
- Fresh water makes up only about 1% of the Earth's entire supply of water.[1]

This family activity will help your family learn more about the water in you, fresh water and salt water. For this activity, you will need: 100 pennies, poster paper, markers, and pencils.

1. Collect 100 pennies and show them to your child. Next, grab one penny. This penny represents the amount of fresh water, which is drinkable, on Earth.
2. Co-create a poster to depict ways that your family can conserve water. Include pictures, words, and complete sentences. For example, fill a glass of water to rinse with when brushing your teeth. Do not let the faucet run. The children will bring the poster, created by the family, to share with the class.
3. Download the worksheet, The Water In Me. Work together to color up to the dotted lines and talk about which body parts are mostly water.

Choose health. It feels great!