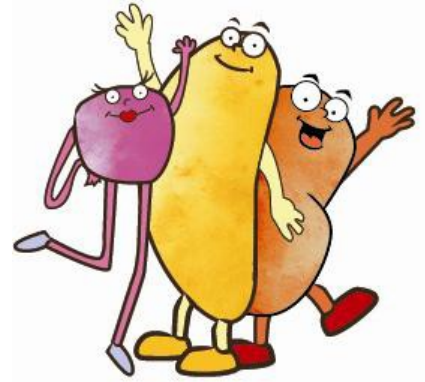


The Water Song Activities



Introduction (15 minutes)

1. Play *The Water Song* video.
2. Key discussion questions:
 - What is the main idea of the video?
 - Do you drink water every day? How much?

Globe Toss (15 minutes)

“Globe Toss” is a quick activity to illustrate to young learners that the Earth is mostly water.

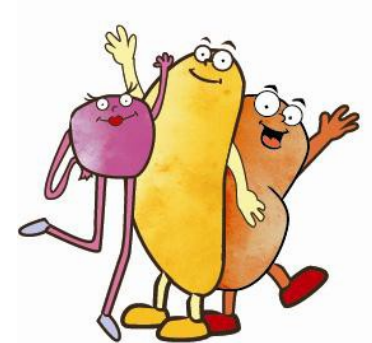
1. Hand the globe to a student, directing them to grab hold of it with their fingers spread. Have them note where each of their thumbs are. Are they on water or land?
2. Have the student toss the globe back to you. Toss the globe to another student. Repeat 12-15 times.
3. As the globe is being tossed around, have another student fill in a chart to keep track of where the children’s thumbs land. Use W for water and L for land and use tally marks to chart the results.
4. Look at the results. Ask the class, **“Where did our thumbs land most often?”** Have students analyze what this means. Students will conclude that most of the earth is water.
5. Summary Questions:
 - What different plants and animals did you see using water in the video?
 - Identify how the potatoes used water in the video.

Points to Ponder (5 minutes)

1. Our bodies are mostly water just like the earth! This means that we need to replenish our bodies with water each day so that they remain healthy and hydrated.¹
2. It is important to drink water before and after you exercise or play sports. This way your body stays hydrated. Sugary sodas and fruit drinks cannot take the place of pure water.
3. When it is really cold or really hot outside, our bodies need extra water in order to stay hydrated.

¹ <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=284&id=1494>

4. 4 - 8 year olds require about 48 ounces (or six, 8 ounce glasses) of fresh water each day.² Our water needs are based on our size. Bigger people (like grown-ups) need more water each day than smaller people (like children).
5. The earth needs water in order for the plants, animals, and people to survive.
6. All of the world's oceans are connected. Streams, rivers, and most lakes are fresh water.
7. Water is a natural resource. It is important for people to use water wisely. What does it mean to conserve water? How can we conserve water daily? You can check your daily water use and discover many more interesting facts about water on the website: <http://ga.water.usgs.gov/edu/>³
8. At birth, babies' bodies are 78% water! At age one, they are 65% water. Throughout childhood, children have a higher percentage of water in their bodies than adults do.⁴
9. Our cells and blood are made of mostly water.
10. Water helps flush waste out of our body through our lungs, skin, intestines and kidneys.
11. Between age 11 and 20, we build half of our bone mass and density. Be sure to include plenty of high calcium foods during these years to help build strong bones.⁵
12. Choose water! It's the all-natural drink that your body wants.



Illustrate It (20 minutes)

1. Give each child a white paper plate and have them fold it in half.
2. Have the children fold the plate in half again the other way. It should be folded into fourths.
3. Instruct the children to label one fourth of the paper plate "LAND" and to color it green. Have children label the remaining three fourths "OCEAN" and color them blue.
4. Students may also add pictures of animals they might find in the ocean.
5. Summary Questions:
 - How many different kids did you see drinking water in the video?
 - How many glasses of water do you drink every day?

² Dietary Reference Intakes by The Institute of Medicine

³ <https://water.usgs.gov/edu/qa-home-percapita.html>

⁴ <https://www.npr.org/sections/krulwich/2013/11/25/247212488/born-wet-human-babies-are-75-percent-water-then-comes-drying>

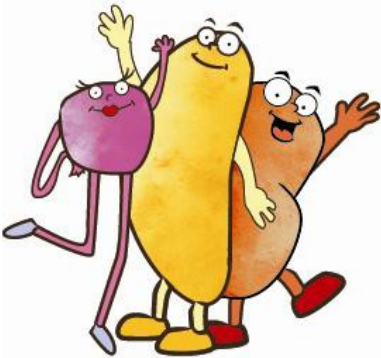
⁵ <https://www.bones.nih.gov/health-info/bone/bone-health/juvenile>

Stir Up an Ocean (5 minutes)

1. Fill two clear, plastic drinking cups with water.
2. Have students observe the properties of water (how it looks, smells, feels). Have students draw on their prior knowledge and describe how it tastes.
3. Put a heaping tablespoon of salt in one of the cups & stir it.
4. Compare the properties of the salt water with the drinking water. Have students use a Venn diagram to compare the uses and properties of the cups of water. (How does it look, how does it feel, how do you think it might taste, what are its uses?)
5. Summary Questions:
 - Did you see any ocean animals in the video? Which ones?

The Many Uses for Water (40 minutes)

1. Have students brainstorm the many ways people use water. List these on the board.
2. Let students pick an idea from the list to illustrate. Have them draw their picture on a piece of white paper.
3. Have the students write a sentence that describes their illustration. These can be bound together to create a class book.
4. Summary Questions:
 - How many different uses of water did you see in the video?
 - Was your illustration of a way that water was used in the video?



Kindergarten Activities

Option One:

TEKS: Science: K.1C

Have a child pantomime how they can use water and have the class guess their use.

Option Two:

TEKS: Writing: 17 (A,B,C,D,E)

Copy the pages “How We Use Water” so that each student can draw a picture to create their own book.

Option Three:

TEKS: Science: K.1C

Partner students and have them draw pictures to illustrate one way that people use water. Use these student illustrations to create a class book to be read during station time.

Materials: Booklet, "How We Use Water" (one set per child)

Second Grade Activities**Option One:**

TEKS: Science: 2.1C

Students create a PowerPoint, "How We Use Water." Older students may choose to make their own PowerPoint and include clip art illustrations.

Option Two:

TEKS: Writing: 17 (A,B,C,D,E); 18 (A)

Have students write a book, "A Day Without Water," which depicts all of the ordinary things that they would not be able to do without water.

Option Three:

TEKS: Science: 8 (C)

Explore the water cycle and draw a diagram to depict it.

Option Four:

TEKS: Math: 5 (C); 7 (A,B,C)

Have students color the attached outline of a child's body to illustrate the percentage of their body that is water. Compare this information with that of our Earth.

Option Five:

TEKS: Writing: 17 (A,B,C,D,E)

Copy the page, “How We Use Water” so that each student can complete the sentences and add illustrations to the pages to make an individual book to share with the class.

Materials: computers, paper for student writing

Bibliography

<http://ga.water.usgs.gov/edu/msac.html>



The Water Song Lyrics

I can't live without my water
Water is the drink for me

I can't live without my water
And the best part-
Water's free

Juice and soda are dessert
That's why we choose water first

Water helps us stay alive
Have some water
Give me five

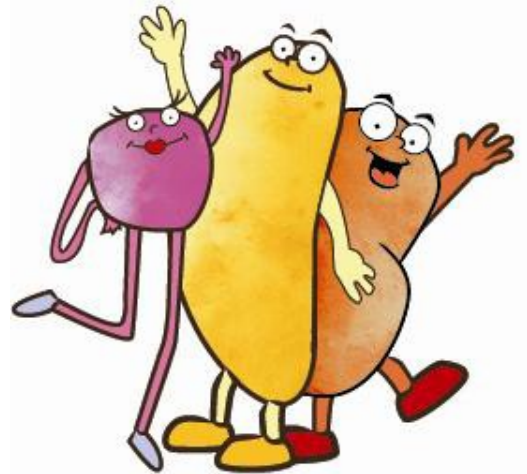
I can't live without my water
Water is the drink for me

I can't live without my water
And the best part-
Water's free

Water washes out the bad stuff
Water washes in the good
Water is the best choice
For a kid to drink with food

Yes, water is the very best choice
For a kid to drink with food

WHOO-HOO



The Water Song Lyrics
(Spanish Translation)

Lo mejor es tomar agua
La bebida para mi
Siempre voy a tomar agua
Es lo que voy a pedir

Almuerzo, desayuno y cena
En el frío
En el calor
Voy a tomar agua
Agua por favor!

Lo mejor es tomar agua
La bebida para mi
Siempre voy a tomar agua
Es lo que voy a pedir

Antes de los refrescos
Para la mejor salud
Debe de tomar agua toda la juventud

