

The Water Song

TEKS: First Grade

- 2 (A) Ask questions about organisms, objects, and events observed in the natural world.
- (C) Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.
- (E) Communicate observations with others about simple descriptive investigations.
- 4 (B) Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.
- 7 (B) Identify and describe a variety of natural sources of water, including streams, lakes, and Oceans.

Meets Additional TEKS:

Writing: 17(A,B,C,D,E)
Math: 1 (A) 2(A,B)
Social Studies: 6(A,B)

Objective:

Students will recognize that the earth is primarily covered by water.

Students will identify and describe various sources of water, and explain why water is important for all living things.



Activities:

1. Introduction (15 minutes) – *The Water Song* video introduces students to the importance of water in our lives.
2. Globe Toss (15 minutes) – A quick activity that teaches the students that the earth is mostly water.
3. Points to Ponder (5 minutes) – Options for further discussion
4. Illustrate It (20 minutes) – A quick activity that teaches the students that the earth is primarily covered by water.
5. Stir Up An Ocean (5 minutes) – An activity that has the students compare and contrast salt water and fresh water.
6. The Many Uses for Water (class book) (40 minutes) – An exercise that lets students explore the many uses of water in their lives.

Materials:

Activity 1: Video: The Water Song

Activity 2: inflatable globe

Activity 4: white paper plates, colors

Activity 5: plastic cups, water, salt

Activity 6: paper, water

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

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's M.I.! For example, 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 suggest the student compose extra verses to The Water Song to convey one (or more) important facts about water.

Brain Builder Vocabulary:

recurso natural
océano
río
arroyo
agua dulce
agua salada
conservación
hidratación
deshidratación

Other Resources:

<http://www.epa.state.il.us/kids/fun-stuff/quiz/water-quiz.html>

<http://www.aimsedu.org/>

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

¹ <http://ga.water.usgs.gov/edu/>