

# Junior Hydrologists

## **SNWA Goal 1 Objective 1.1, 1.4**

### **CCSD Curriculum Essentials Framework**

#### **Science**

*It is expected that students will:*

(4) 3.5 investigate and describe the properties, forms, and uses of water [NS 13.4.3]

#### **English Language Arts**

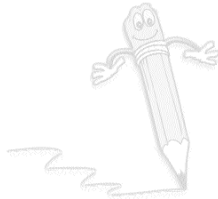
*It is expected that students will:*

(4) 11.4 organize and record information from print and non-print resources [NS 11.4.4]

#### **Social Studies**

*It is expected that students will:*

(4) 3.35 list examples of how people use and manage natural resources within Nevada [NS 5.4.7]



**Purpose:** This lesson will help assess students' prior knowledge about water uses and will help students become more aware of the many different ways we use water in our daily lives.

**Time:** Two 30-minute sessions

#### **You will need:**

- pencils
- notebooks or paper
- 3 pieces of 24" by 30" paper
- marker
- parent letter/recording sheet for water use at home



#### **Advance Preparation**

On the three sheets of 24" by 30" paper, draw a large water drop and label it as follows:

- #1 Ways we use water at school
- #2 Ways we use water at home
- #3 What we would like to know about how we use water

Place these in a convenient place for writing.

#### **Introduction**

1. Tell the class that they are going to become "junior hydrologists." Ask if anyone knows what a hydrologist is or does. Explain that a hydrologist is a person who studies water.

## ***Making Discoveries***

2. First, investigate how water is being used at school. Take the class on a walk around the school and playground. Students should take a notebook or paper and pencil to record all the ways they observe water being used.
3. When you return to your room, ask students to share their lists and compile them on a class list of water uses at school on water drop #1.
4. As questions about water use arise during the class discussion, record them on water drop #3.
5. Give each student a copy of the recording sheet, “Ways I Use Water At Home” with a copy of the letter to parents. Explain to the students that they are to complete the list at home. The list is to be returned on the day specified in the letter.

## ***Closing***

6. On the day the students return their lists, discuss the different ways the students used water at home and record on water drop #2.
7. As questions about water use arise during the class discussion, record them on water drop #3.
8. Ask students for any other questions, and record them on water drop #3.

## ***Teacher note:***

*Post the water drops in the room, and refer to and add questions to water drop #3 as you complete any other investigations about water.*

## ***Extension***

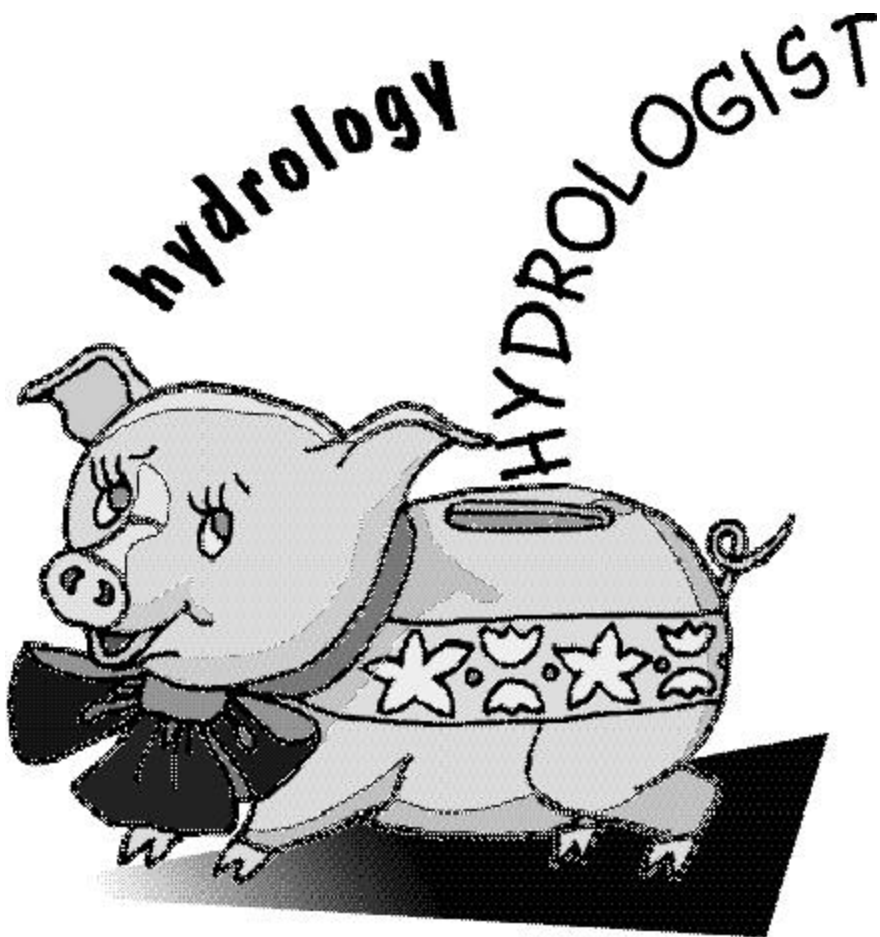
Have students keep a list of the different ways they use water from the time they get up in the morning until the time they go to bed. Have students discuss how life would be different if they did not have water to do these things.

# Word Bank

*The teacher should introduce or review the following vocabulary with the students within the context of this lesson.*

**hydrologist:** a person who applies scientific knowledge and mathematical principles to solve water-related problems in society, such as problems of quantity, quality and availability

**hydrology:** the study of water, its properties, its distribution on Earth and its effects on the Earth's environment





**Dear Family,**

**We are studying the different ways we use water both at school and at home. I will be completing a checklist of the different ways I use water around home. Please help me complete this list. If we find ways that are not listed, we should add them to the list. In order for us to complete our study I must return the list by \_\_\_\_\_ . Thank you for your help in our study of water conservation.**

**Sincerely,**

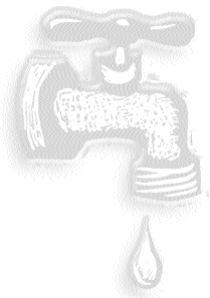
**Junior Hydrologist \_\_\_\_\_  
(student's name)**

# Ways I Use Water at Home

## Ways I Use Water at Home

Name: \_\_\_\_\_

Date: \_\_\_\_\_



	How many are there?
sinks	
toilets	
bathtubs/showers	
water heaters	
dishwashers	
ice makers	
washing machines	
steam irons	
humidifiers	
outside water faucets	
pools	
sprinklerheads	

In the space below, describe how you use water from the time you leave school today to the time you arrive at school tomorrow. (Use the back of this paper if you need more space.)