

## **SNWA Goal 1 Objective 1.3, 1.5, 1.6**

### **CCSD Curriculum Essentials Framework**

#### **Science**

*It is expected that students will:*

(4) 4.2 identify the natural resources of Nevada [NS 16.4.1]

#### **English Language Arts**

*It is expected that students will:*

(4) 3.6 read and identify the structures of a variety of selections [NS 3.4.7]

(4) 3.7 demonstrate an active interest in reading

(4) 9.2 select and use appropriate public speaking techniques [NS 9.4.2]

#### **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 is an introductory activity, designed to acquaint students with water issues.

**Time:** 50 minutes

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

- bulletin board paper
- scissors
- glue sticks or tape
- two week's collection of local newspapers (local news sections only)

### **Introduction**

1. Ask, "How is water used? How much water do we use? Do we have enough? How do we save water? How can we find the answers to these questions?"



### **Making Discoveries**

2. "What other questions can you think of about water?"
3. Collect and record student questions on a research board.
4. Hold up a newspaper. "Let's see if we can find some information about water in the newspaper."

## Water in the News (cont.)

5. Use tape to secure a large piece of bulletin board paper to the board or any other accessible wall. Label it "Water in the News."
6. Pass out newspapers, scissors and glue sticks or tape. Students search the papers and cut out any article or advertisement in which they find the word "water" or a picture of water. (They should choose at least two news articles.) They paste or tape each clipping to the large piece of bulletin board paper.

### ***Closing***

7. When most groups are finished, collect newspapers, scissors and tape. Use the articles on the bulletin board paper to lead a discussion about how water is used in Southern Nevada. Record a list of uses generated from the discussion. Discuss and add to the list any other uses of water not found in the newspaper clippings.

### ***Extension***

Ask each group (or individual student) to choose an article to report on to the rest of the class. They should include in their report:

- a description of where the story took place
- the date the story appeared
- how water was discussed in the article
- what water issues were raised in the article, if any.

### ***Word Bank***

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

**natural resources:** sources of supply for earth materials

