

Language Arts Lesson One

Extending the Home Water Use Questionnaire

The two language arts lessons in this unit both require students to use literacy skills in exploring science and social studies-related issues. By drawing on the content of these two other subject areas, students will naturally see the value of using reading and writing to explore topics of all kinds.

Objectives:

- Students will use the home water use questionnaire (science activity two) to construct a business water use questionnaire.
- Students will construct a rubric for grading the questionnaire.
- Students will write recommendations for the rubric results.
- NEVADA ENGLISH LANGUAGE ARTS STANDARD: 5, 6

Time: one-two class periods (procedures 7 and 8 will take longer)

Materials: Science notes/information, including the *Home Water Use Questionnaire*

Procedures:

1. Access prior knowledge by having students write a brief paragraph reviewing their results from the *Home Water Use Questionnaire* that may have been used in science classes.
2. Students will share results first with a partner and then with the whole class.
3. As a whole class, select questions from the home questionnaire that could also apply to a place of business.
4. Continue brainstorming other questions about water use for a place of business.
5. As the class brainstorms, lead students to classifying questions for places of business, public use and manufacturing.

6. Separate students into groups and assign the development of one questionnaire to each group. Each questionnaire should focus on one type of place of business.
7. Groups will work together to develop the questionnaire, a rubric for grading (with a minimum of three levels required), and write directives for each level. The directives should help questionnaire respondents in taking action to conserve water resources. Using principles of effective water conservation, students will develop characteristics of good and poor water usage, as they apply to places of business, and use these in developing the rubric and directives.
8. Have students field-test their questionnaires with cooperating local businesses and agencies.

Steps:

1. students should contact a specific business.
2. ask to monitor their water use habits for a specific amount of time.
3. ask personnel to respond to the survey.
4. compile results, using the rubric developed in class.
5. communicate results in a written report to the host business.



Math
Lesson
#1