WATER
Who Needs it?

VIDEO ACTIVITY PACKET
FOR GRADES K-3 AND 4-6

PRESENTED BY
CALIFORNIA DEPARTMENT OF WATER RESOURCES
PUBLIC AFFAIRS OFFICE
www.water.ca.gov/education
"WATER: Who Needs it?"

Video Activity Packet
Contents

- Preactivity for All Grades
  - Teacher instructions
  - 6 labels for Prior Knowledge Inventory Chart (6 sheets, each 8 1/2” x 14”, single-sided).

- Post Viewing Activity for Grades K-3
  - Teacher Instructions
  - Student booklet pages (2 sheets, each 8 1/2” x 11”, double-sided).

- Post Viewing Activity for Grades 4-6
  - Teacher Instructions
  - Student mini book (1 sheet, 8 1/2” x 14”, single-sided).

- Evaluation Forms
  - Viewer Evaluation
  - Activity Evaluation
Preactivity Teacher Instructions
Prior Knowledge Inventory

"KWL" - Know - Want to Know - Learned
for "WATER: Who Needs It?" Video

MATERIALS:
- The 6 labels (provided in packet)
- Butcher paper
- Pen
- Glue stick

PREPARATION:
- Copy 6 labels (keep original for future use)
- Teacher prepares "KWL" Chart using butcher paper, glue and labels as shown:

<table>
<thead>
<tr>
<th>Column #1</th>
<th>Column #2</th>
<th>Column #3</th>
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</thead>
<tbody>
<tr>
<td>What We Know About Why We Need Water</td>
<td>What We Want to Know About Why We Need Water</td>
<td>What We Learned About Why We Need Water</td>
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<tr>
<td>Row 1</td>
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| Row 2     | Row 2     | Row 2     |
| What We Know About How We Can Conserve Water | What We Want to Know About How We Can Conserve Water | What We Learned About How We Can Conserve Water |

PROCEDURES:

STEP 1
- Teacher elicits responses from students on Row #1 (columns 1 & 2):
  1. What they think they know about why we need water. Teacher records responses.
  2. What more they'd like to know about why we need water. Teacher records responses.

STEP 2
- Teacher elicits responses from students on Row #2 (columns 1 & 2):
  1. What they think they know about how we can conserve water.
     Teacher records responses.
  2. What more they'd like to know about how we can conserve water.
     Teacher records responses.

STEP 3
- TEACHER SHOWS VIDEO

STEP 4
- The final column #3 (rows #1 + #2) will be completed after students complete the Post Viewing Activities.
What We Know About

Why We Need Water
What We Want To Know About Why We Need Water
What We Learned About Why We Need Water
What We Know About How We Can Conserve Water
What We Want To Know About How We Can Conserve Water
What We Learned
About How We Can
Conserve Water
Post Viewing Activity - Teacher Instructions

"WATER Who Needs It?" grades K-3

NOTE

Do the first part of the (KWL) prior knowledge inventory before showing the video. Show entire video in one sitting.

MATERIALS

One copy of booklet per student (2 double-sided 8.5 by 11 inch pages), Crayons or markers.

BOOKLET PROCEDURES

1. Fold copies in half (width-wise) creating a 8.5 by 5.5 inch rectangular booklet. Be sure the pages are in numbered order. (Book will open like a calendar)

2. Have students color booklet cover and write name on the line.

3. Show the video a second time and pause after each video activity to allow students time to record what they saw in their booklets.

4. Show activity #1 being set up and have students predict what will happen by completing page 2.

5. Show results of activity #1 and have students record what happened on page 3.

6. Show activity #2 being set up and have students predict what will happen by completing page 4.

7. Show results of activity #2 and have students record what happened on page 5.

8. Page 6, show activity #3 being set up and have students record their prediction, then show results and have them record what happened.

9. Show activity #4 and have students write the number of cups of water they think they might use. If desired, this can be a class activity or a homework assignment to find out actual amount.

10. At the end of the video, have students complete page 8, drawing two ways they can save water.

CLOSURE

1. Have students share what they wrote on the pages of their booklets.
2. Have the class complete the final column 3 of the KWL inventory chart.

ANSWER KEY FOR BOOKLET:

pg. 3 Cup 2 should show the best growth and the blank should be completed with the word water.

pg. 5 The fresh water cup should show the best growth and the blanks should be completed with the words fresh water.

pg. 6 The fresh water plant should be drawn healthy and the blank should be completed with the word died.

pg. 7&8 Student answers will vary.
DRAW PICTURES OF HOW YOU CAN
SAVE WATER

I SAVE WATER BY

I SAVE WATER BY

Department of Water Resources
presents
WATER, WHO NEEDS IT?

NAME
Activity #1

Draw what you think will happen...

1. 5 ml water = 1 teaspoon
2. 30 ml water = 6 teaspoons
3. 60 ml water = 12 teaspoons

Activity #4

When I brush my teeth, I use ___ cups of water.

I could save water by ___
Activity #3

Predict:

I think the plant with motor oil added will ________.

Actual:

The plant with motor oil ________.

Draw what happened...

1. 5 ml water = 1 teaspoon
2. 30 ml water = 6 teaspoons
3. 60 ml water = 12 teaspoons

Plants need just the right amount of ________ to grow.
Activity #2

Draw what you think will happen...

fresh water

salt water

Draw what you saw happen...

fresh

salt

Plants need _______ to grow.
Post Viewing Activity - Teacher Instructions
"WATER Who Needs it?" grades 4-6

NOTE
Do the first part of the (KWL) prior knowledge inventory before showing the video.

MATERIALS
Mini book master, scissors, crayons or markers, pencil.

MINI BOOK PREPARATION

1. Copy the mini book master on 8.5 by 14 inch copy paper (1 per student)
2. Fold the mini book in half width-wise (this will resemble a square).
3. Cut along the dotted line through both layers of the paper. You will only cut half way into the middle of the square.
4. Open the paper to full size and fold in half length-wise with the printing on the outside.
5. Stand the paper upright on the desk (like a tent) with the open edge at the bottom and pages 2, 3, 4 & 5 facing you.
6. Grab the outside edges of the paper and push gently towards the center creating a 4 sheet booklet.
7. Fold together so that the number of pages are in order, and the cover is at the front of the book.

MINI BOOK PROCEDURES

Show the video completely in one sitting without pausing.

Page 1. Students color and write name on line.

Page 2. Show the video again, and pause it after activity #1 so students can draw the results and write their own conclusions.

Page 3. Pause the video again after the water use section and have the students draw and label ways water is used.

Page 4. & 5. Pause the video after activities 2 and 3 and have students record information.
Page 6 & 7. Pause again after the conversation portion and have the students fill in pages 6 and 7 of the mini book.

Page 8. Finish viewing the video and have students complete page 8.

ANSWERS

Page 2. Cup 2 should look the healthiest. The conclusion should say “Too little or too much water is not good for growing plants.”

Page 3. Illustrations should show ways water is used. Answers will vary.

Page 4. The plant in the fresh water cup should look healthy. The other plant unhealthy.

Page 5. The fresh water plant should look healthy. The oily water plant should look unhealthy.

Page 6-8. Student answers will vary.

CLOSURE

1. Have the students exchange mini books with a partner, read them to detect any errors, and return them to the owners for revision.
2. Teacher collects the mini books and evaluates them.
3. Have the class complete the final column 3 of the KWL inventory chart.
Activity Evaluation Form
for
"WATER Who Needs It?"

In order to better serve California schools, we need your feedback on the activity sheets that accompany this video. Please complete this short evaluation form and fax to Department of Water Resources at (916) 653-4684, attn. Michelle Robinson or fold, tape, stamp and mail to address on the reverse side. Thanks for your help.

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PLEASE CIRCLE OR FILL IN THE APPROPRIATE ANSWER

1. Grade level taught: 
   K  1  2  3  4  5  6  
   Other ____________________

2. Activity used: 
   KW L Chart _______  K-3 Booklet _______  4-6 Mini Book _______

3. Have you used this activity before? 
   Yes  No

4. Would you use it again? 
   Yes  No

5. Using a grading scale: 
   5 = excellent, 4 = good, 3 = average, 2 = poor, 1 = very poor
   please rate how well the activity met the following: 
   _______ Helped to reinforce your student's understanding of
          the video
   _______ Helped to increase your student's knowledge of water
   _______ Instructions easy to follow
   _______ Interest to your students

6. Would you recommend this to others? 
   Yes  No

7. How could this activity be improved? (other comments)
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
Department of Water Resources
Public Affairs Office
1416 9th St. Room 215-39
Sacramento, CA 95814
Attn: Michelle Robinson
Viewer Evaluation Form

for “WATER who needs it?” Video

To assist the California Department of Water Resources Office of Water Education in future programming, your comments on the video you have just received would be greatly appreciated. Please complete this short evaluation form and fax to Department of Water Resources at (916) 653-4684, attn. Michelle Robinson or fold, tape, stamp and mail to address on the reverse side. Thanks for your help.

About the video: (Please circle your answers)

Grade level specified on video:
  a. K-3          b. 4-6

Was the video:
  a. Appropriate for grade level specified
  b. Not appropriate

Do you think the video was:
  a. Too long
  b. Too short
  c. About right

Was the video:
  a. Easy to understand
  b. Hard to understand
  c. About right

Did the video have:
  a. Too much information
  b. Too little information
  c. About right

On a scale of one to five:

Was the video: Boring 1 2 3 4 5 Interesting
  Learn very little 1 2 3 4 5 Learn a lot

Did students: Confusing 1 2 3 4 5 Explained well
  Unclear 1 2 3 4 5 Clear

Was the information: Too few graphics 1 2 3 4 5 Enough graphics

Were the graphics: Too few graphics 1 2 3 4 5 Enough graphics

Were there:

How well did the video fit into Curriculum requirements: Bad fit 1 2 3 4 5 Good fit

What did you like about the video and any other comments:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

NAME ______________________________ SCHOOL __________________________ GRADE LEVEL ________
ADDRESS __________________________ CITY __________ STATE _______ ZIP __________
PHONE NUMBER ____________________________
A Fun-filled learning & activities video for kids K-6!

Learn:
- the importance of water to living things
- how fresh water is used every day
- how you can protect and conserve water

Activities to show:
- that plants need fresh water to grow
- how polluted and salt water affect plants
- how you can conserve water while you brush your teeth