

Science

SCI.V.2.3

Grade: K

**Strand:**      **Using Scientific Knowledge in Earth Science  
- Hydrosphere**

**Standard:**      **All students will analyze the interaction of human activities with the  
hydrosphere**

**Benchmark:**      **Identify sources of water and its uses.**

**Constructing & Reflecting:**

**SCI.I.1.2** - Develop solutions to problems through reasoning, observation, and investigation.

**SCI.I.1.5** - Develop strategies and skills for information gathering and problem solving.

**SCI.II.1.1** - Develop an awareness of the need for evidence in making decisions scientifically.

**Vocabulary / Key Concept**

- Water sources:
  - lakes
  - rivers
  - rain
  
- Household uses:
  - drinking
  - cleaning
  - cooking

**Context**

- Examples of local sources of drinking water:
  - wells
  - rivers
  - lakes
  
- Examples of local water usage:
  - car wash
  - swimming
  - fire hydrants
  - drinking
  - food preparation
  - cleaning
  - watering lawn
  - bathing
  - fishing
  - boating
  - shipping on Great Lakes

<p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Benchmark Clarification:</b></p> <ul style="list-style-type: none"> <li>• Water comes from different places such as wells, springs, the Great Lakes and rivers.</li> <li>• Water has many uses such as: <ul style="list-style-type: none"> <li>• Household uses (drinking, cleaning, food preparation)</li> <li>• Public uses (recreation, transportation, farming)</li> </ul> </li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify various sources of water</li> <li>• Identify uses of water</li> </ul>	<p style="text-align: center;"><b>Resources</b></p> <p>Coloma Resources</p> <p>Amazing Science Book Series</p> <ul style="list-style-type: none"> <li>• <b><i>Water Up and Down and All Around</i></b></li> </ul>
<p style="text-align: center;"><b>Instruction</b></p> <p><b>Benchmark Question:</b> How do human activities interact with the hydrosphere?</p> <p><b>Focus Question:</b> How is water used in your community?</p> <p>Brainstorm uses of water.</p> <p>Make a predictable book :</p> <p><i>We use water for _____.</i></p> <p>Each child will contribute a page for the book. (Teacher takes dictation, child illustrates)</p> <p>.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Each child will show understanding of this concept by contributing a page to a class book titled: <b>We Use Water.</b></p> <p>Scoring – use rubric from language arts assessments.</p>

**Teacher notes:**

**Analyze the interaction of human activities with the hydrosphere.**

Young students are most familiar with water they use in their daily lives for drinking, cleaning, or recreation and often assume water to be plentiful everywhere and easily replaced. All students need to be aware of the impact humans have on the hydrosphere. They need to understand how subtle and wholesale changes in the hydrosphere, such as the construction of a golf course or a parking lot can have effects on a community. They should see water as a renewable resource that if managed properly will continue to be able to sustain life on earth.