



# Teachers' Guide to Who Needs Clean Water?

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**Grade Level:** K–2    **Key Concept:** Water

**Objective:** Students should be able to name several living things that require clean water for survival. They should be able to name and depict at least four ways that clean water is used in and around the home.

**Description:** The “Who Needs Clean Water?” crossword puzzle highlights a sample of living things that require clean water. As an introduction to the puzzle, encourage your students to think about who needs clean water. Can the students provide examples of how local plants and animals depend on clean water? Can the students list several reasons why people need clean water other than for drinking water (e.g., swimming and fishing)?

The “Draw How You Use Water” activity on the reverse side of the page allows students to depict how they use water in their homes and at play. Students are encouraged to think creatively as they brainstorm the variety of ways they might use water. For example, while they are drawing how they use water when playing outside, tell them to think about how they use water when they go on vacation, when they are hot and thirsty at the park (e.g., water fountain), or when they use a garden hose. After completing their drawings, students should be encouraged to share with the class the different ways they use water. The drawings can then be displayed as artwork in the classroom or at home. They should be recycled afterward.

## Background Information

In addition to food, space and shelter, all living things require water. Clean water is an essential component of our world. The actions of people influence the quantity and quality of water that is available to support living things. Before completing this activity, you might wish to conduct an introductory lesson on the concept of water. Below is a sampling of curricula that introduce water and its importance to your community:

**Bay BC's:** While this curriculum focuses on the Chesapeake Bay watershed along the Mid-Atlantic coast, you can easily transfer its activities to other K–3 audiences studying water and aquatic ecosystems. Download this resource at:

[www.chesapeakebay.net/pubs/bay\\_bcs.pdf](http://www.chesapeakebay.net/pubs/bay_bcs.pdf).

- “Pathway to the Bay” – Students observe rain to view its effect on the land, then walk around the school grounds or neighborhood to find the closest connection to a water source.
- “Jug’gle Your Water Supply” – Students are introduced to the value of water as a limited resource as they track their water usage for one day by using a fixed *water supply*—water from a gallon or half-gallon container.

**The Water Sourcebooks:** The Water Sourcebooks contain 324 activities for grades K–12 divided into four sections: K–2, 3–5, 5–8 and 9–12. Each section is divided into five chapters: Introduction to Water, Drinking Water and Wastewater Treatment, Surface Water Resources, Ground Water Resources, and Wetlands and Coastal Waters. Download this resource at [www.epa.gov/safewater/kids/wsb/index.html](http://www.epa.gov/safewater/kids/wsb/index.html). The following activities are in the Introduction to Water chapter of the K–2 book:

- “Extra Extra, Read All About It” – Students create a water-themed newspaper. The activity is adaptable for a class or individual project.
- “Water is Very Special” – Students create a mural depicting the poem “*Water is Very Special*,” focusing on the many ways people use and depend on water each day.

**Project Wild Aquatic – K–12 Curriculum and Activity Guide:** Attendance at a Project Wild Workshop is required to receive a copy of the curriculum. To learn when the next workshop will be held in your state, visit [www.projectwild.org](http://www.projectwild.org).

- “Aqua Words” – Students describe a variety of ways and reasons that water is important to people and wildlife.

**Wet in the City:** Attendance at a Wet in the City Workshop is required to receive a copy of the curriculum. To learn when the next workshop will be held in your state, visit [www.wetcity.org](http://www.wetcity.org).

- “Urban Water Safari” – Students take a safari around the classroom, schoolyard or neighborhood. They create an urban field guide and discover that local water sources meet the needs of wildlife in their neighborhood.