

Teacher Guide

Dear Educator,

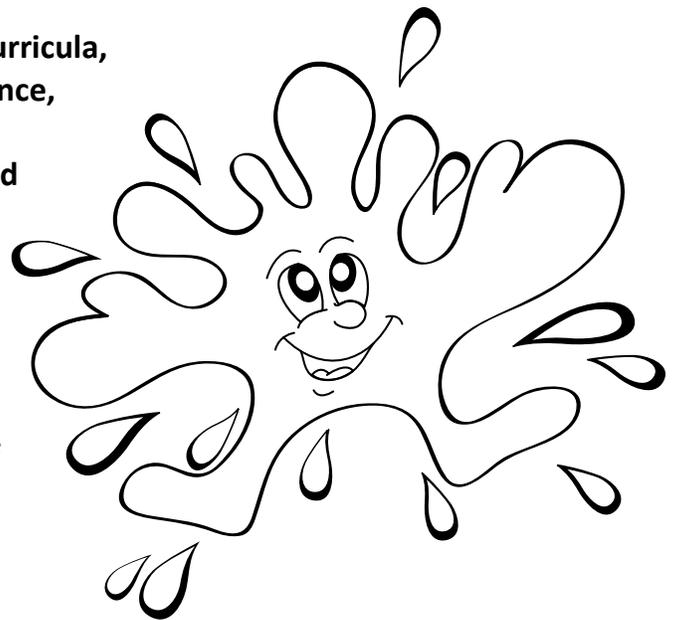
The Metropolitan Water District of Southern California is pleased to present “Little Splash”, a collection of water education activities designed for Kindergarten through third grade students that live in Southern California. The activities include reading, writing, coloring, drawing, and working various puzzles that teach concepts about water. As students splash through water education and use critical thinking skills, they will learn that “water is life” and will become aware of its properties, its importance, its uses, and how water conservation directly relates to them.

Through fun activities, students will learn more about their world of water by exploring California’s water sources and water distribution. For instance, through map activities, they will learn how water is brought into Southern California through aqueduct systems. One aqueduct brings water from the Colorado River. The other brings water from the northern and western Sierra Mountains through the Sacramento-San Joaquin Bay Delta.

Developed to be used as a supplement to your core curricula, the activities integrate concepts of science, social science, language arts, math, and art. They are stand-alone activities that require minimal teaching instruction and may be easily adapted to grade levels and students’ abilities. “Little Splash” activities correlate to the California Science and Social Science Standards in the areas listed in the matrix on the following pages.

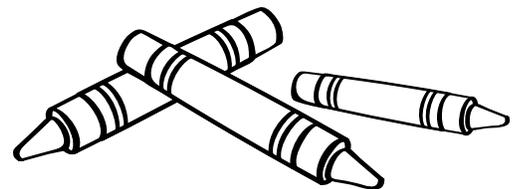
We thank you for incorporating “Little Splash” into your curriculum. We encourage you to use as many of the activities as possible and hope that you and your students will find them to be exciting, educational and rewarding.

If you have questions, you can reach the education team at (213) 217-8448.



www.mwdh2o.com

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K-3 Water Conservation Activity and Coloring Pages

Water: What Is It? Where Is It? Who Needs It?

Activities

- 1 **Introducing "Little Splash"** (meeting "Little Splash" - reading and coloring)
- 2 **Look At The World** (learning a poem and facts about earth - coloring the world)
- 3 **You're All Wet** (labeling and coloring water in various parts of the body)
- 4 **You Live in California** (map reading - identifying water sources in California - coloring)
- 5 **California Poppy** (coloring and learning facts about the state flower)
- 6 **We Call Water H₂O** (learning the scientific name for water and coloring)
- 7 **Why Do We Need Water?** (filling in the blanks to identify uses of water each day)
- 8 **Water Is Food For Food** (learning that all plants and animals need water to grow and live)
- 9 **Something's Missing** (connecting the dots to show water as a solid, liquid, and gas)
- 10 **Oh No! H₂O!** (recognizing the properties of water)
- 11 **Pipes! Yikes!** (following water as it travels through a maze of pipes to home)
- 12 **Water Cycle Puzzle** (learning parts of the water cycle -working the crossword puzzle)
- 13-14 **Water From A to Z** (identifying water-related pictures in a two-page alphabet of water words)
- 15 **Don't Be a Drip!** (unscrambling words to complete a water conservation message)
- 16 **Down the Drain** (unscrambling letters to make water-related words)
- 17 **Drain Your Brain** (writing top five water facts)
- 18 **Water Words** (finding and coloring hidden water words)
- 19 **I Spy a Water Waster** (finding pictures that show water being wasted)
- 20 **Picture Me Using Water Wisely** (drawing and coloring a self portrait)
- 21 **"Knock-Knock" Home Survey** (participating in a "take-home" water conservation survey)
- 22 **Water Wise Pledge** (making a personal pledge to use water wisely)

Correlation To THE CALIFORNIA SCIENCE and SOCIAL SCIENCE STANDARDS KINDERGARTEN through THIRD GRADE

SCIENCE:

Kindergarten

PHYSICAL SCIENCE:

- 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:**
 - a. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
 - b. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

EARTH SCIENCE:

- 2. Earth is composed of land, air, and water. As a basis for understanding this concept:**
 - a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
 - c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

First Grade

PHYSICAL SCIENCE:

- 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:**
 - a. Students know solids, liquids, and gases have different properties.
 - b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

Second Grade

EARTH SCIENCE:

- 3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:**
 - e. Students know rock, water, plant, and soil provide many resources, including food, fuel, and building material, that humans use.

Third Grade

PHYSICAL SCIENCE:

- 1. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:**
 - g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

HISTORY-SOCIAL SCIENCE:

Kindergarten:

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics

2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

Grade One:

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

Grade Two:

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.

Grade Three:

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).



*THE METROPOLITAN WATER DISTRICT
OF SOUTHERN CALIFORNIA*