

Water, Water Everywhere

Summary

Murals are used to represent the various ways we rely on water.

Materials

For the teacher:

Picture book

- *Water, Water Everywhere*

by Joanne Barkan

Gummed stars or star stickers

Snack that uses water (Kool-Aid, popsicles, Jell-O)

For each group of 4-6:

Large piece of butcher paper

Crayons and/or markers

Magazines, newspapers (optional)

Glue

Background for Teachers

This activity will give students an opportunity to describe different ways that water (in all three states) is used in the natural and the designed world. Water is found in all three states in the natural world. In today's designed world we also find it being used in all three states. Examples of uses of water could be placed into four categories:

1. **living things**--plants, animals, people (drink, wash, cook, cool, safety--fires etc.)
2. **industry**-- farms, factories, electricity
3. **recreation**--travel, swim, beach, boat, ski, fish, building snowmen etc.
4. **ornamentation**--fountains, fish ponds, ice sculptures, etc.

Intended Learning Outcomes

1. Use categories. 4 Recognize relevance of evidence.

Instructional Procedures

1. Read *Water, Water Everywhere* to the class. Discuss with students all the places they have seen water and all the ways they have used it. Tell students that today they will work as a team to make a mural (or collage) of all the different ways that water is used.
2. Divide students into groups. Provide each group with paper, crayons, and/or magazines. Encourage creativity and new ideas. Challenge students to cover as much area on their paper as possible. Allow 15-20 minutes to complete this project; adjust time as necessary.
3. Call students back together. Have each group sit with their mural in front of them. Pass out stars to each group. Have a student in group one call out the uses that his/her pictures on the mural show. For example: swimming. Anyone else who drew a picture of swimming is to put a star on their picture. Write the uses on the board. Each successive group will mention only those uses that do not have stars (to avoid repetition). Look at the list of unique uses of water on the board. Ask students to suggest any other uses they can think of.
4. Serve some type of snack that is made with water--e.g., Kool-Aid. Ask, "Why is water so important to us?" (We use it so many ways.) Have students describe and draw in their learning log their favorite way to use water. Display murals.

Extensions

1. Provide additional food experiences with adding or taking away water (juice from concentrate, dehydrated apples or grapes).
2. Have a water fight.
3. Take a walk through the neighborhood looking for ways water is used (watering, decoration, cleaning, in cars, in cement or bricks, etc.).

Supporting Literature

Barkan, Joanne (1990). *Water, Water Everywhere*. New York: Silver Press. ISBN 0-671-68657-7.

Calder, S.J. (1989). *If You Were a Fish*. New York: Silver Press. ISBN 0-671-68596-1.

Kallen, Stuart (1993). *If the Waters Could Talk*. Minneapolis: ABDO & Daughters. ISBN 1-56239-186-0.

Neilsen, Shelly (1993). *I Love Water!* Minneapolis: ABDO & Daughters. ISBN 1-56239-189-5.

Taylor, Barbara (1991). *Water at Work*. New York: Franklin Watts. ISBN 0-531-14117-9.

Authors

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