**How Can You Save Water?**

**Overview**: Students will develop an understanding of the where our water comes from, ways water is wasted, and how we can conserve water. They will then write an informational essay about ways to save water with a topic sentence, supporting details, and a conclusion.

**Key Words**: Informational writing, main idea, details, conclusion, snowpack, reservoirs, mountains, water conservation, water waste

**Subjects**: Writing and Science

**Grades:** 3rd-5th

**Background:** In the Treasure Valley most of our water comes from snow fall in the mountains. When the snow melts, the water is stored in reservoirs for future use.

The population in the Treasure Valley continues to grow and expand. There are concerns about whether our water supply will be adequate to support this level of growth. Climate change is another concern because precipitation levels are uncertain. Please go to the following link Boise State link “Where Does Our Water Come From?” for more background on Treasure Valley water and usage.

<https://boisestate.maps.arcgis.com/apps/Cascade/index.html?appid=11e5a118e5794c5fa1b574b91853ca9c>

Preview the following video before showing to students.

<https://www.youtube.com/watch?v=l67HwLegDLE>

**Common Core Standards**:

[CCSS.ELA-LITERACY.W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/)  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.3.2.A](http://www.corestandards.org/ELA-Literacy/W/3/2/a/)  
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.3.2.B](http://www.corestandards.org/ELA-Literacy/W/3/2/b/)  
Develop the topic with facts, definitions, and details.

[CCSS.ELA-LITERACY.W.3.2.C](http://www.corestandards.org/ELA-Literacy/W/3/2/c/)  
Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

[CCSS.ELA-LITERACY.W.3.2.D](http://www.corestandards.org/ELA-Literacy/W/3/2/d/)  
Provide a concluding statement or section.

**Goals:** Students will watch a video and read an article about water conservation. They will identify ways that water is being wasted at home and in their community. They will identify ways that they can save or conserve water. Students will then write an informative essay about ways to save water with an introduction, supporting details, a conclusion, and linking words.

**Objectives:**

1. Students will understand where water comes from in our community.
2. Students will identify ways that water is wasted in their homes and communities.
3. Students will identify four or more ways to conserve water.
4. Students will write an informative essays explaining ways to save water.
5. Students’ essays will have an introduction, supporting details, conclusion, and linking words.

**Materials:**

1. Science journals, paper, and pencils
2. One copy of the **Article-**“Save Our Water!” for each student (see attached)
3. **Video:** *Water, Who needs it?* [*https://www.youtube.com/watch?v=l67HwLegDLE*](https://www.youtube.com/watch?v=l67HwLegDLE)

**Set Up:** Locate video above and have ready. Make copies of “Save Our Water!” article for each student. Write learning targets on the board prior to each lesson.

**Time/Duration**: Three sessions, 45 minutes each

**Day 1: Building Background Knowledge**

1. Write the following learning target on the board read it together as a class: “We are learning where our water comes from and how it is stored.”

2. Write the question “Where does our water come from?” on the board and get student feedback to assess prior knowledge.

3. Have students write “Where does our water come from?” at the top of the page in their science journals or on a piece of paper.

4. Explain to students where water in our area comes from (Draw simple illustrations on the board for visual support. Include vocabulary words: snowpack, reservoirs, and mountains. (Watch/read the story map from Boise State to better understand where water in the Treasure Valley comes from prior to teaching the lesson.) Have students draw illustrations and label.

5. Have students share what they have learned with partners using their illustrations and notes from their science journals as support.

6. Restate the learning target as a class and call on students to summarize what they have learned about where water in the Treasure Valley comes from.

**Day 2: Prewriting**

1. Review learning from previous lesson about where our water comes from.
2. Write the following learning target on the board read it together as a class: “We are learning why it is important to conserve water, and ways that we can save water.”
3. Watch the video, *Water, Who Needs It?*
4. Discuss with students why it is important to conserve water.
5. Give students a copy of “Save Our Water”. Read the article aloud and have students follow along.
6. Have students turn and talk about what they can do to save water.
7. Have students fold a piece of paper into quarters. Tell them to pick at least four things that they can do to save water. Have them write one way in each square using words and pictures to explain.
8. Restate the learning target as a class and call on students to summarize what they have learned today.

**Day 3: Writing**

1. Reread the article “Save Our Water!” aloud and have students follow along.
2. Ask the question, “What can you do to save water?” Use the notes the students created yesterday. Turn to a partner and explain the four ways that you wrote down.
3. Have the students write their name and date on a lined piece of paper.
4. Write the following learning target on the board and read it as a class. “We are learning to write informative essays with a main idea, details, conclusion, and linking words. (These writing concepts would have been taught earlier in the year.)
5. Have students write the title “What can you do to save water?” on the top of the page.
6. Explain to students:

“You will be writing informative essays explaining what you can do to save water.”

“Be sure to use facts and examples from the article”.

“Explain how doing these things will save water.”

“Remember, a good informative essay:

* Has an introduction
* Has a clear focus
* Uses specific facts and examples from the text to support the focus and explains your thinking
* Has a conclusion
* Uses linking words to connect ideas
* Uses Correct spelling, capitalization, and punctuation

1. The writing must be done without help but students may have access to dictionaries or other resources to support spelling and mechanics that they are accustomed to using while writing.

**Evaluation/Assessment**: Students’ essays will be scored using an informative writing rubric. See attached.

**Additional Resources about Water Conservation**:

<https://www.youtube.com/watch?v=rl0YiZjTqpw>

<https://www.youtube.com/watch?v=VIaw5mCjHPI>

<https://www.youtube.com/watch?v=wVBFMqErGMo>

**Family/Community Connection**: Local resources for families can be found at <http://bee.cityofboise.org/watershed/>