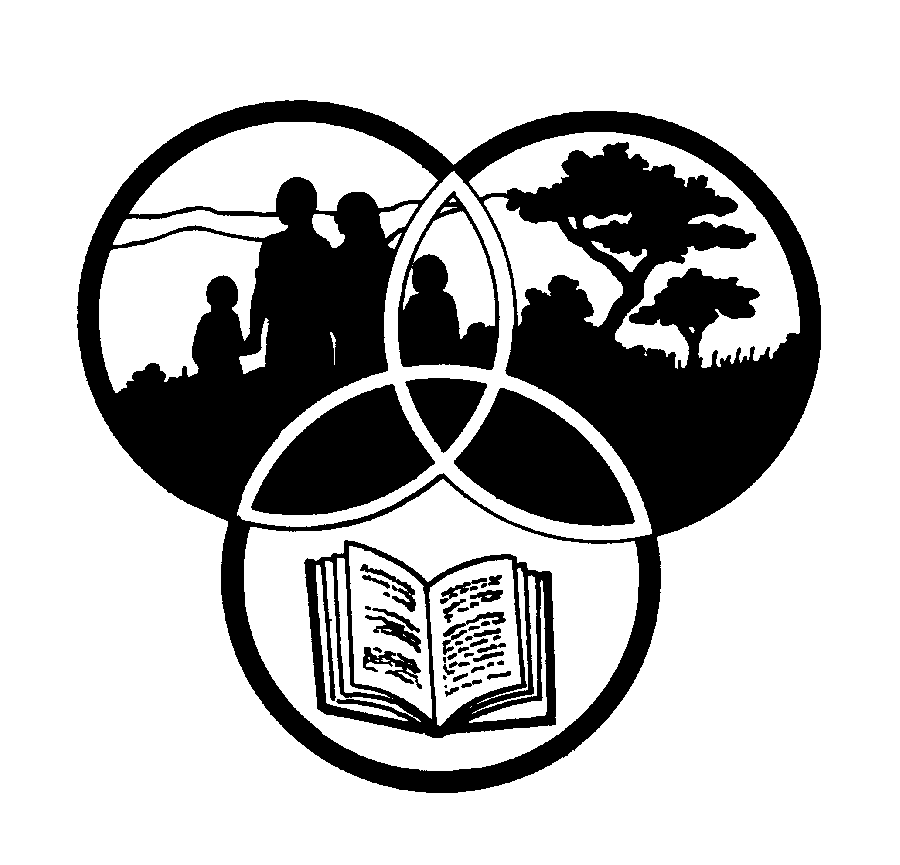
# It’s raining today!



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***This pack supports an introduction for learners to an Eco-School’s focus on resource management***

## **Grade 5**

**This pack contains:**

**Activity One:** During this **SOCIAL SCIENCES : GEOGRAPHY** activity, learners look at the geographical distribution of rainfall across South Africa. This is linked to vegetation and farming practices as well as the spread of water-borne diseases, such as cholera.

**Activity Two:** During this **TECHNOLOGY** lesson, learners make an easy but accurate rain gauge, to measure the rainfall at school.

**Activity Three:** This **NATURAL SCIENCES** lesson looks at water in your school. Learners map out where water enters and leaves the school and areas, within the school grounds, where it is used.

**Activity Four:** This **MATHEMATICS** lesson looks at water use at school, home and the local community. Learners complete a quick checklist before designing their own simple data collection sheet for dripping taps around the school.

**Activity Five:** The Water Challenge Quiz challenges the learner to find adults and test how much they really know about one of the most important things in life – water!

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**This pack of lesson plans is part of a series of lesson plans from Grade R to Grade 10, which focus on water and water-related issues. This resource development project has been funded by the Water Research Commission, Private Bag X 03, Gezina, Pretoria, 0031 (Website:** [**www.wrc.org.za**](http://www.wrc.org.za)**).**

**This pack is available electronically on** [**www.envirolearn.org.za**](http://www.envirolearn.org.za)

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| Activity | **Learning Area covered in this activity** | **Learning Outcomes covered in this activity** | **Assessment Standards covered in this activity** |
| 1. Learners look at the geographical distribution of rainfall across South Africa. This is linked to vegetation and farming practices as well as the spread  of water-borne diseases such as cholera. | Social Sciences: Geography | **Learning Outcome 1:** Geographical Enquiry: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.  **Learning Outcome 2:** Geographical knowledge and understanding: The learner will be able to demonstrate geographical and environmental knowledge and understanding.  **Learning Outcome 3:** Exploring issues: The learner will be able to make informed decisions about social and environmental issues and problems. | * Identifies and explores possible solutions to problems [answers the question]. * Demonstrates knowledge and understanding of the issue through projects, discussion, debate and charts [communicates the answer]. * Describes ways in which the physical environment influences human activity and how human activity is influenced by the physical environment [people and the environment]. * Identifies challenges to societies and settlements with a focus on the spread of diseases [identifies the issue]. * Suggests the best way, from a range of alternatives, to reduce risks of disease [make choices]. |
| 2. Learners make an easy but accurate rain gauge, to measure the rainfall at school. | Technology | **Learning Outcome 1:** Technological processes and skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies. | Makes  * Uses suitable tools and materials to make products by measuring, marking out, cutting or separating, shaping or forming, joining or combining, and finishing the chosen material. * Works neatly and safely, ensuring minimum waste of material.  Evaluates  * Evaluates, with assistance, the product according to design brief and given specifications and constraints (e.g. people, purpose, environment), and suggests improvements and modifications if necessary. * Evaluates the plan of action followed and suggests improvements and modifications if necessary. |
| 3. Learners map out where water enters and leaves the school and areas, within the school grounds, where it is used. | Natural Sciences | **Learning Outcome 1:** Scientific investigations: The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts. | **Plans investigations:**   * Responds to teacher’s suggestion of ‘what would happen if …?   **Conducts investigations and collects data: Carries out instructions and procedures involving a small number of steps.**   * Records observations by drawing and labelling. |
| 4. Learners look at water use at school, home and the local community. They complete a quick checklist before designing their own simple data collection sheet for dripping taps around the school. | Mathematics | **Learning Outcome 5:** Data handling: The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation. | * Makes and uses simple data collection sheets that involve counting objects in order to collect data (alone and/or as a member of a group or team) to answer questions posed by the teacher, class and self. * Draws a variety of graphs by hand/technology to display and interpret data (grouped and ungrouped) including: bar graphs. |
| 5. Just for fun!! The Water Challenge Quiz for learners to test adults. | - | - | - |