# Water, water, water!!

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

## **Grade R**

**This pack contains:**

**Activity One:** This listening, answering questions and colouring-in **LANGUAGES** activity introduces young learners to water, by way of a very special creature, the otter. It encourages them to discuss and share ways that water is used in their lives.

### Activity Two: A NATURAL SCIENCES activity that introduces learners to two

### of the three phases of water – liquids and solids. By following your simple verbal

instructions, each child can make their own set of musical water bells, perhaps even compose a tune or two! They can then pop one of their water bell containers into the freezer to see water changing from one form (a liquid) to another (a solid).

**Activity Three:** Following on from Activity One and Activity Two, learners dance, move and shake in this **ARTS AND CULTURE** lesson! They will need to draw on the earlier discussions and activities around water, their own personal experiences and their imaginations!

**Activity Four:** Making and racing small boats is great fun. This **TECHNOLOGY** lesson encourages learners to think about what materials they would like to chose for their boat, to listen and follow instructions and to speak about their designs.

**Activity Five:** Just for fun – some wet, damp and rainy poems and rhymes.



**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. Listening, answering questions and colouring in.  | Languages | **Learning Outcome 1:** Listening: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**Learning Outcome 2:** Speaking: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**Learning Outcome 4:** Writing: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes. | * Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.
* Participates confidently and fluently in a group.
* Recounts own personal experiences.
* Experiments with writing: manipulates writing tools like crayons and pencils.
* Copies print from the environment.
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| 2. Introduction to two of the three phases of water (liquid and solid). | Natural Sciences | **Learning Outcome 1:** Scientific Investigation: 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. | **Does:** Participates in planned activity:* Follows simple instructions with assistance.
* Explains what is being done.

**Reviews:** Thinks and talks about what has been done.* Uses simple words, pictures or other items with assistance to explain what has been done.
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| 3. Drama exercise, drawing on previous two activities, personal experience and imagination. | Arts and Culture | **Learning Outcome 1:** Creating, Interpreting and Presenting: The learner will be able to create, interpret and present work in each of the art forms.**Learning Outcome 2:** Reflecting: The learner is able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.**Learning Outcome 3:** Participating and collaborating: The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities. | **Dance:** * Through play, co-ordinates simple gross and fine motor movements, including crossing the mid-line.

**Dance:*** Talks about own dancing using action words.

**Drama:*** Thinks about and shows how people and animals move.

**Dance:*** Responds to movement instructions that cover space without bumping or hurting others when moving backwards and forwards.
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| 4. Designing and building simple boats by following instructions and choosing between a range of materials. | Technology | **Learning Outcome 1:** The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies. | **Designs:*** Chooses from a given range, materials or substances that can be used to make simple products.

**Makes:*** Makes simple products from a range of materials provided.

**Evaluates:*** Expresses own feeling about the products made.
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| 5. Just for fun - water and water-related poems and rhymes. | - | - | - |