

GRADES 3-5

LESSON PLANS



Use these lesson plans, designed for grades 3-5, in the classroom to supplement the *Western Water Quest: Become a Water Hero* chapter book and get your students even more excited about STEM and water conservation topics.

Presented by:



INTRODUCTION:

Thank you for choosing to teach your students about water conservation by sharing the *Western Water Quest: Become a Water Hero* chapter book and the accompanying lesson plans. The book and lesson plans are correlated and meant to be taught in tandem. We suggest reading a chapter and doing the activity the same day. You can start on Monday and finish on Friday. The lesson plans and their related chapter are as follows:

Lesson 1: LET'S BUILD A WATER PIPELINE

The first chapter of the book introduces the characters (and the reader) to the concept of how water is transported from place to place. This lesson walks the students through building a simple pipeline (out of straws) to carry water from one place to another (hopefully without any leaks!). There is an additional True False activity to test students' knowledge.

Lesson 2: THE WATER CYCLE

Chapter two explores the water cycle and its critical part in how water circulates throughout our planet. The lesson lets students build their own mini-water cycle. They can see how water evaporates, condenses and precipitates in their own creations! Students can label the parts of the water cycle in an additional activity.

Lesson 3: ROLE OF PLANTS IN WATER FILTRATION

Chapter three sends the characters to a water filtration plant, and the accompanying lesson investigates how plants can play their own part in filtering water and removing impurities. Students will be able to see how impurities are taken up inside plants to assist in filtration. The last activity in this lesson teases students' brains by having them unscramble different parts of the ecosystem.

Lesson 4: HOW TO SAVE AND PROTECT WATER

Chapter four gives the reader all kinds of great ideas on how to save and protect our water. The lesson plan echoes this idea by allowing students to brainstorm their own ideas as a class. They can come up with ways to save water inside their own homes, outdoors or at school. Students can list four ways to save water indoors and outdoors in the last activity.

Lesson 5: HOW TO SAVE WATER VIDEOS

The last chapter of the book sees the characters make their own social media video to spread the word about the importance of water and what we all can do to save and protect it. Likewise, the lesson plan lets students stretch their creativity and make their own water-saving video. Students will have fun writing a blog post all about saving water in the last activity.

See list of Next Generation Science and AERO Social Studies Standards these lessons align with on the following page.

The following standards align with both the chapter book and the lesson plans:

Next Generation Science Standards

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.

5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

AERO Social Studies Standards

4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).

7.5.a. Describe characteristics, locations, uses and management of renewable and non-renewable resources.

LESSON #1:

LET'S BUILD A WATER PIPELINE

Objective:

Understand how pipelines work to bring water to our homes, businesses and schools.

Purpose of Activity:

Apply Skills, Create

Cognitive Level:

Strategic and Extended Thinking

Class Time:

50-60 minutes

Materials Provided:

- Diagram of water main and household plumbing with video links
- Bendy drinking straws (*15 per trio of students*)
- Scotch tape
- Large plastic cups (*one for each trio of students*)

Materials from Your Supply Closet:

- A couple pitchers of water suitable for drinking

Pre-Lesson Discussion:

(15-20 minutes)

Ask students if they know how water from rivers or lakes gets to their homes. Have students think about how the pipes inside their homes may be laid out so that they are able to turn on water in their kitchens, bathrooms or outside hoses. How does water get to their washing machines or dishwashers? How do they think the water gets into their homes from the outside? Using the provided diagrams and links, go over the basics of how a home is connected to an outside main water line. Discuss how an underground water main carries water into their homes for everyday use. Discuss how water is stored in water tanks and how the use of pumps gets the water into the tank, and how gravity usually is used to deliver the water into homes, businesses and schools. One important thing for water usage in the home is the use of pressure. Today, the students will engineer their own pipes and use problem-solving techniques to improve their initial design.

Setup:

(5 minutes)

Fill cups with water. Split students into trios. Each trio should have 15 straws and one cup of water. Scotch tape can be shared by the groups.

Designate one student as the water drinker and the others in the group as the water pipelayer. Only the water drinker is allowed to drink from each set of straws. Explain that this is to avoid spreading germs and keep everyone safe. The water drinker may help the water pipelayers later in the lesson, if need be. Let students know that they will be working as a team to put the straws together to make the most efficient pipeline. Remind them to use what they have learned about water pressure and gravity. Also, designate one student in the trio to record the group's answers to the questions in the critical thinking section. These should be answered throughout the lesson. Communication between the pipelayers and the water drinker is key to answering these questions.

Procedure:

(30-35 minutes)

1. The water pipelayer puts the first straw in the water and the water drinker takes a sip. Ask students, how easy was that?
2. The water pipelayer attaches some more "pipeline" by slightly squeezing one end of a second straw and inserting it into the first.
3. The water drinker takes a sip of water using this much longer straw (pipe). Was it more difficult?
4. The water pipelayer places a piece of Scotch tape over the seam where the two straws connect. The water drinker sips again. Does this make it easier or harder to drink the water?
5. Have student trios add a third, fourth and fifth straw working together. Use the bend in the straws to make angles and corners as their pipelines travel across the room.
6. How difficult or easy is it to drink as the straw pipeline grows?

Critical Thinking Questions or Post-Lesson Discussion:

1. Why was it easier to drink from the straw when it was only one straw in length?
2. Why is it harder to drink from the straw the longer it becomes?
3. What did you notice when you put a bend in the straw?
4. What did you notice as the pipeline became longer?
5. What happened if the tape did not make an airtight seal?
6. Did you have a water leak? How did you fix the problem?
7. What were some methods you used to make a longer or bent straw easier to drink from?
8. How would this activity change if the straws were bigger or smaller around?

Assessment:

Students should be able to describe the journey water takes from rivers, lakes and streams to water tanks and then to our homes. They should also be able to talk about the different engineering strategies they used to construct their pipelines.

FUN EXTENSIONS TO SHARE AND DISCUSS

Fun Water Fact to Share:

Seventy-five percent (75%) of the human brain is water and 75% of a living tree is water.

Source: <https://www3.epa.gov/safewater/kids/waterfactsoflife.html>

Jobs In Water:

Pipelayer

Pipelayers place pipes outdoors. They install large-diameter pipes, such as water mains, or smaller pipes that carry water from the main to houses or buildings. Pipelayers may also install sewage systems that carry waste to treatment plants. The pipes must also be protected and reinforced before the ground covers them.

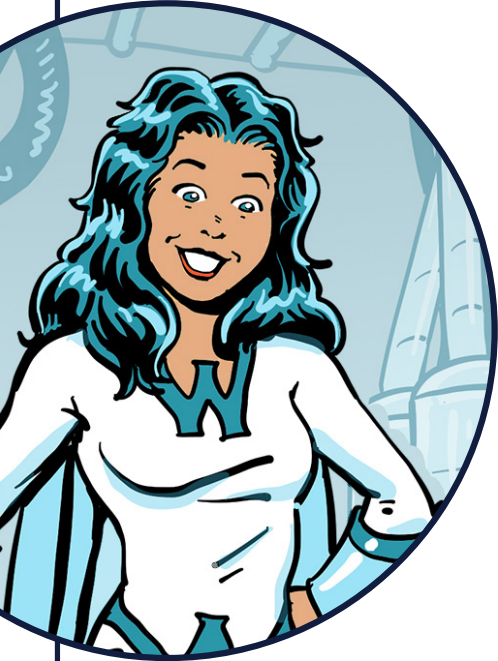
Annual salary (mean): \$48,510 per year

Engineer

Engineers design, coordinate and manage utility projects. They also gather and compile data and prepare designs, plans, details, estimates and specifications for construction of those projects.

Annual salary (mean): \$140,000 per year

READ WESTIE, READ!



Read the paragraphs and answer the true/false questions.

The California State Water Project (SWP) delivers clean water to 27 million Californians, 750,000 acres of farmland and businesses throughout our state. The project is considered an engineering marvel that has helped fuel California's population boom and economic prosperity since being built. For the last 20 years, the California State Water Project has delivered 34% of its water for agricultural use and 66% for residential, municipal and industrial uses.

The State Water Project also plays an important role in efforts to combat climate change. Not only does it help California manage its water supply during extreme weather conditions such as flooding and drought, it is also a major source of hydroelectric power for California's power grid.

TRUE FALSE

The California State Water Project delivers clean water to 72 million people.

TRUE FALSE

The SWP has helped California's economy.

TRUE FALSE

The California State Water Project delivers 66% of its water for agricultural use.

TRUE FALSE

The State Water Project helps combat climate change.

TRUE FALSE

The SWP does not help generate electricity.

Source: [https://water.ca.gov/programs/state-water-project#:~:text=The%20California%20State%20Water%20Project%20\(SWP\)%20is%20a%20multi%2D,thirds%20the%20length%20of%20California.](https://water.ca.gov/programs/state-water-project#:~:text=The%20California%20State%20Water%20Project%20(SWP)%20is%20a%20multi%2D,thirds%20the%20length%20of%20California.)

LESSON #2:

THE WATER CYCLE

Objective:

Make a miniature ecosystem to see the water cycle at work.

Purpose of Activity:

Apply Skills, Create

Cognitive Level:

Strategic and Extended Thinking

Class Time:

75 minutes over five days

Day 1 – 40 minutes

Day 2 – 5 minutes

Day 3 – 5 minutes

Day 4 – 5 minutes

Day 5 – 20 minutes

Materials Provided:

- Soil
- Small plastic bowl
- Large, clear plastic container
- Plastic wrap

Materials from Your Supply Closet:

- Tape or a large rubber band
- Water
- Plastic trees, animals, boat, etc. *(optional)*
- Bag of ice *(optional)*
- Heat lamp *(optional)*

Pre-Lesson Discussion:

(10 minutes)

Open a discussion with your students about the unusual ways that water is used: in factories to make products, in farming to feed animals and grow crops, for fighting fires, etc. Try to level their understanding on the wide variety of water usage. Review student understanding of the water cycle. In addition to evaporation, condensation, precipitation and capture, familiarize students with other aspects of the water cycle including surface water in rivers, lakes and streams, groundwater, desalting, etc. Once you have explored these topics, you can launch into the construction of the mini-water cycle.

Water Ecosystem Setup:

(20 minutes)

To help demonstrate the water cycle, you will construct a mini-ecosystem in the clear, large plastic container. Explain to the students that you are constructing different terrains. Students can participate in arranging the soil in the container to make mountains, plateaus, hills and a lake basin. In the lake basin place the smaller plastic bowl. This will be filled later. Then students can add things to the environment to make it look “real” like little plastic animals, trees, etc. This can be a great time to talk to your students about other experiences they have had relating to the water cycle. Maybe they have seen snow

or been in a heavy rainfall or participated in recreation on rivers or lakes or hiked in the mountains near streams. You could even talk about different types of clouds and which ones might hold more water than others.

Procedure:

(10 minutes, day one)

1. Fill the small plastic bowl with water, indicating a lake basin. Cover the container tightly with plastic wrap and secure it by means of tape or the rubber band. This creates a sky. Place the container near a sunny window.
2. Discuss students' predictions for what will happen in the container. They can each write a small paragraph predicting what they might observe over the next few days.
3. Depending on the amount of sun, the project may take 1-3 days. In order to speed up the process, a bag of ice may be placed on one end of the covered container while a heat lamp is focused on the other.
4. Students are watching for condensation on the plastic "sky" of the container. When enough moisture collects, it will fall onto the landforms as precipitation. Each day students should record their observations of what is happening in the container. Use the critical thinking questions to guide this observation.
5. Revisit predictions on day five. Did they observe what they had predicted?
6. Reflect on why the water collected where it did and what happened to the water after it evaporated. Students can conclude with a short paragraph for this reflection and then share their findings.

Critical Thinking Questions or Post-Lesson Discussion:

Record your observations on days 2-4.

- Where is water collecting?
- Is water falling or being absorbed elsewhere in the container?
- Is there more or less water in the lake basin?
- Why do you think this might be happening?

Assessment:

Students should have an understanding not only of the three main components of the water cycle, but also of some of the other parts such as surface water, desalting and groundwater, and where we get our drinking water.

FUN EXTENSIONS TO SHARE AND DISCUSS

Fun Water Fact to Share:

There is the same amount of water on Earth as there was when the Earth was formed. The water from your faucet could contain molecules that dinosaurs drank.

Source: <https://www3.epa.gov/safewater/kids/waterfactsoflife.html>

Jobs In Water:

Environmental Scientist

Environmental scientists protect natural water sources from pollutants and other contamination by studying the sources and effects of pollution. They figure out ways to clean sources up and prevent further pollution.

Annual salary (mean): \$96,820 per year

Water Resource Specialist

Water resource specialists perform planning and research related to water demand and conservation, groundwater management, water supply planning and other water resources tasks. They also analyze data, conduct grant management and customer support activities, and research and prepare reports.

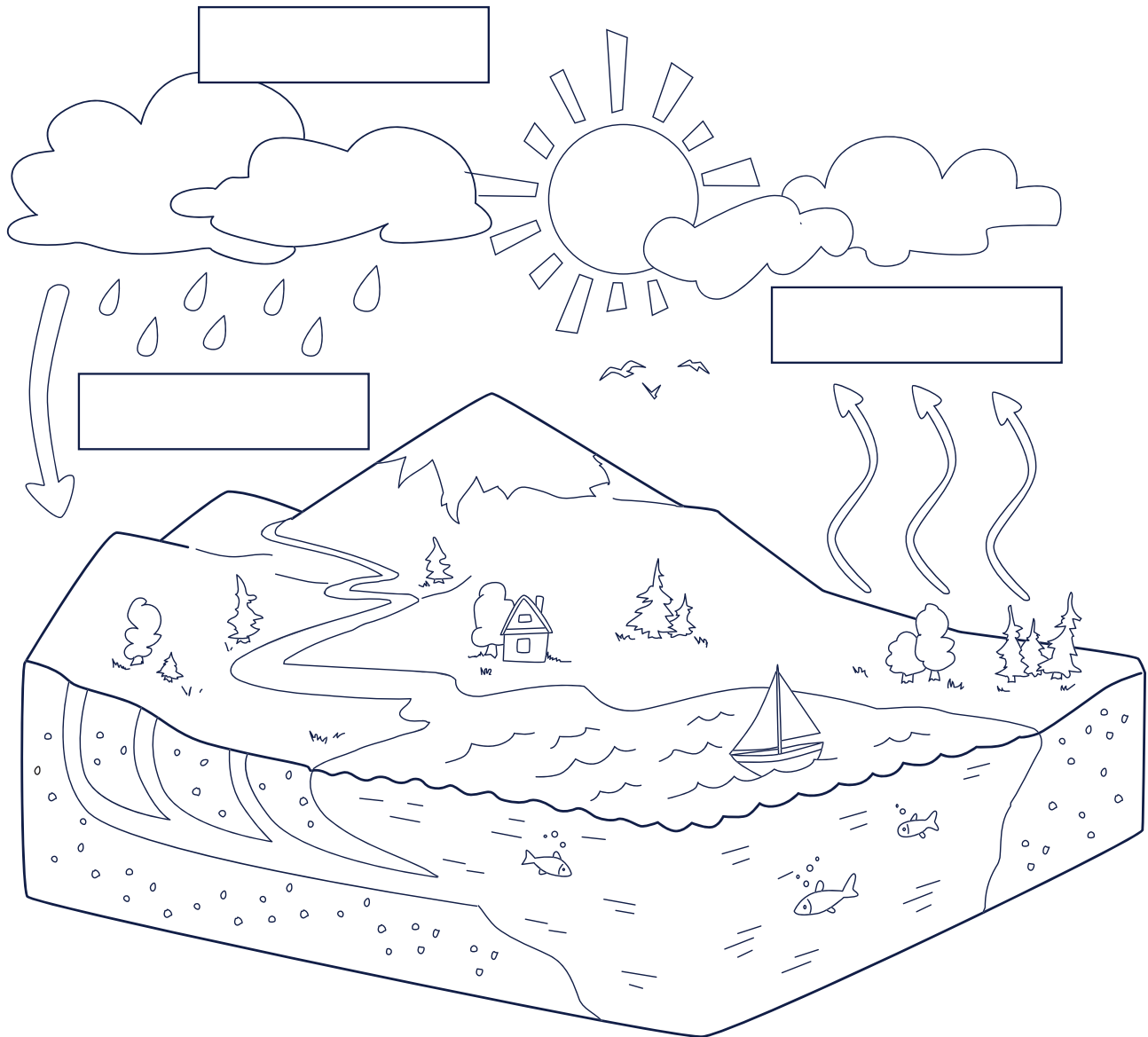
Annual salary (mean): \$110,000 per year



MOTHER EARTH'S WATER CYCLE

Label the parts of the water cycle.

EVAPORATION
CONDENSATION
PRECIPITATION



LESSON #3:

ROLE OF PLANTS IN WATER FILTRATION

Objective:

Understand how plants will take up certain kinds of materials from water moving relatively quickly through their root systems.

Purpose of Activity:

Review, Identify Details, Communicate, Create

Cognitive Level:

Strategic and Extended Thinking

Class Time:

50-65 minutes

Materials Provided:

- Six clear plastic cups, which will support the plants and allow drainage to be viewed
- Potting soil
- Unsweetened powdered drink mix, grape or cherry for color

Materials from Your Supply Closet:

- Six potted plants in 6-8" diameter pots with holes in the bottom (*soil needs to be moderately dry*)
- Vegetable oil
- One liquid household cleaner
- One powder household cleaner

Pre-Lesson Discussion:

(20 minutes)

Students may have a rudimentary idea of what an ecosystem is. An ecosystem describes many animals and/or plants living together in harmony in the same location. Have the students try and come up with as many different ecosystems as they can. A wetland would be one example, a forest is another. Plants and animals form many ecosystems across the planet. Plants play a crucial role in filtering water and many plants are used in the treatment of water for humans. Ask the students to imagine what that process might be and how it would work. Then let them know that you will be showing them how plants actually take up water by using powdered drink mix.

Lesson Setup:

(5-10 minutes)

Set each potted plant in its own cup. Slowly pour 6-8 oz. of clean water through the pot. Adjust the soil so that water percolates through at about one ounce per minute.

Procedure:

(25-30 minutes)

Students can help with each step of the procedure. Before each step in the procedure have students predict what they think might happen, then have them keep a log of what

they observe through each step and answer the critical thinking questions below that correspond with each step.

1. Place the potted plants into the top of their cups. Pour clean water slowly through one of the pots and watch it percolate through the bottom of the pot.
2. Add a gram or so of soil to 6-8 oz. of water and stir. Pour slowly into the second flower pot.
3. Add about 1 oz. of vegetable oil to 6-8 oz. of water, stir (they won't mix completely) and pour into a third pot.
4. Add some powdered drink mix to 6-8 oz. of water and pour through a fourth pot.
5. Add some powdered cleanser to 6-8 oz. of water and pour through a fifth pot.
6. Add some liquid soap to 6-8 oz. of water and pour through a sixth pot.
7. Using the "contaminated" plants, pour some clean water at the same rate through each one.

Critical Thinking Procedural Questions:

Questions for each step in the procedure for students' observations:

1. *How clean was the water after going through the pot?*
2. *Is the "dirty" water cleaner after going through the pot?*
3. *Does the vegetable oil percolate through the soil?*
4. *Did the water retain the color?*
5. *Is the cleanser retained in the soil?*
6. *Does the soap percolate through the soil?*
7. *Is more of the "pollutant" rinsed away from the soil by the clean water?*

Critical Thinking Post-Procedure Questions:

Have students reflect on what they observed and try to apply that knowledge to the following questions. They should write as much as they can for each question.

1. *In what ways can plants and soil benefit drinking water quality? Why do you think this happens?*
2. *Can plants and soil remove any type of impurity from water? Why or why not?*
3. *What is the role of rainwater moving through contaminated soil?*

Assessment:

Students should be able to describe the life process of a plant and be able to describe an ecosystem and give examples.

FUN EXTENSIONS TO SHARE AND DISCUSS

Fun Water Fact to Share:

Nearly 97% of the world's water is salty or otherwise undrinkable. Another 2% is locked in ice caps and glaciers. That leaves just 1% for all of humanity's agricultural, residential, manufacturing, community and personal needs.

Source: <https://www3.epa.gov/safewater/kids/waterfactsoflife.html>

Jobs In Water:

Farmer

Farmers oversee the growing of crops. They supervise all steps of crop production, including planting, fertilizing, watering and harvesting. They determine how to raise crops, including the amount of water needed and the most efficient way to deliver crops to the communities who use them.

Annual salary (mean): \$73,060 per year

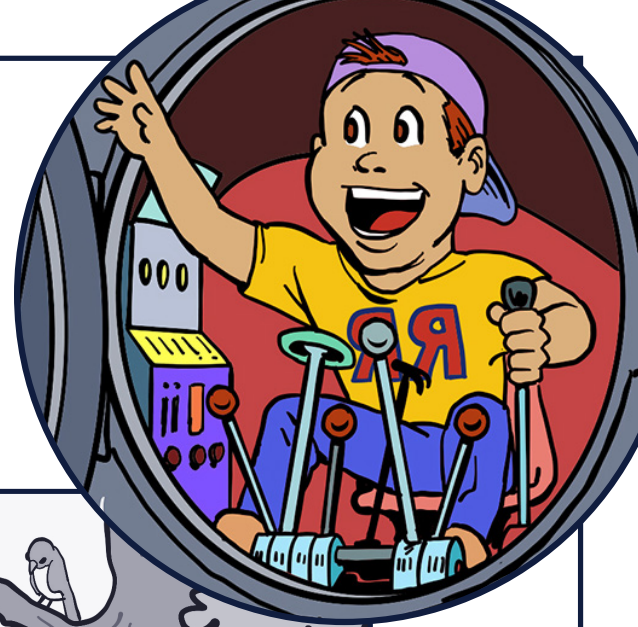
Water Treatment Operator

Water treatment operators add chemicals, such as ammonia or chlorine, to disinfect water or other liquids. They also inspect equipment on a regular basis, operate equipment to purify water and ensure safety standards are met.

Annual salary (mean): \$47,880 per year

UNSCRAMBLE WITH SAL AND OZZY

Unscramble the parts of the ecosystem.



 A central illustration of an ecosystem. At the top is a sun. A large tree has a bird's nest with two birds, a squirrel, and a small animal in a hole. A fox is on the ground, and a rabbit is near a mushroom. A stream has two fish. Labels in boxes with arrows point to these elements:

- NSU (Sun)
- IAR (Insects)
- RTWEA (Water)
- UROMOHSSM (Mushrooms)
- NLPATS (Plants)
- SLIMAAN (Animals)
- KSCOR (Cores)

LESSON #4:

HOW TO SAVE AND PROTECT WATER

Objective:

Understand that we use a lot of water throughout the day and identify ways to save and protect water.

Purpose of Activity:

Review, Identify Details, Communicate, Create

Cognitive Level:

Strategic and Extended Thinking

Class Time:

55 minutes (*day one*)
5-minute check-in daily for one-month challenge

Materials Provided:

- One month of a blank calendar

Materials from Your Supply Closet:

- Pencils/markers

Pre-Lesson Discussion & Activity:

(30 minutes)

Let students know that as a class they are going to brainstorm ways to save water. Students may know a lot of ways that water is used and ways to conserve it, but challenge them to try and think of very unusual ways that water is used and unusual ways to save it as well.

1. Split the class into four groups. They will be in these groups throughout the month-long challenge, competing to see which group participates the most to save water.
2. Ask students to think of all the different ways water is used. Have each group come up with three or four unique ways to use water. Have each group share their ways with the class. Some unique examples of water usage are in laboratories or factories to make things, on farms to feed animals that produce milk or eggs, and in the safety testing of car tires in wet conditions.
3. Now have each group come up with five ways they could save water by changing something about how they use water. For example: Turn water off when you brush teeth or take shorter showers.
4. Have each group present their ideas as a short skit or demonstration for the class on how to save water.

5. Write these ways to save water on the board.

Let students know that the class is going to take a water saving challenge for one month.

Procedure:

(25 minutes)

1. Each group will take one week of the month-long challenge.
2. From the ways to save water listed during the brainstorm, have each group choose one water saving act for each day of their assigned week.
3. Come back as a full class and have each group share their water saving idea for each day of their week with the class.
4. Fill in the calendar according to what the students decided.
5. Display the calendar for all to see. Refer to the water saving act each day, encouraging participation.
6. Make copies of the calendar and have students take home and share with their families.
7. Check in each day for students to share how often they saved water that day. Keep track of how many water saving acts each group participates in. Keep a tally for groups to compete with one another.
8. Did they share these water saving ideas with their families? Did their families participate?

Water Saving Suggestions:

- Don't leave the water running while brushing teeth.
- When washing your bike or the family car outdoors, make sure to use a hose equipped with a shut-off nozzle.
- Recycle or reuse as much as possible before throwing items away.
- Only do full loads in a dishwasher or clothes washer.
- Have a pitcher or bottle of water in the refrigerator for drinking.
- Sweep your driveway instead of using the hose.
- Use a bucket of soapy water when washing the car.
- Take showers instead of baths.
- Water the grass, not the sidewalk
- Have your family fix leaky faucets.
- If you are watering a tree or washing a car, don't leave the hose running.
- When washing dishes, don't leave the faucet running the whole time.

Assessment:

Students can be assessed on how well they work in groups to come up with ideas and how clear they are in sharing their ideas with the class. They can also be assessed on how many ideas they can come up with and how well they keep track of their progress.

FUN EXTENSIONS TO SHARE AND DISCUSS

Fun Water Fact to Share:

Water is part of a deeply interconnected system. What we pour on the ground ends up in our water, and what we spew into the sky ends up in our water.

Source: <https://www3.epa.gov/safewater/kids/waterfactsoflife.html>

Jobs In Water:

Industrial Engineer

Industrial engineers are involved with improving industrial practices and increasing efficiency. They devise ways to use less water more efficiently. They may design systems that contain or cleanse water that has become contaminated through industrial processes.

Annual salary (mean): \$95,300 per year

Water Conservation Specialist

Water conservation specialists assist in the development, implementation and monitoring of conservation programs, serve as technical experts on water efficiency issues, evaluate opportunities for public involvement and community networks, research water conservation programs and techniques, and prepare recommendations for overall program objectives and goals.

Annual salary (mean): \$58,000 per year

SAVE WATER WITH ANNA ROBIC

Name four ways to save water indoors and outdoors. Then, at the bottom of the page, state your favorite way to save water and explain why.

1.

2.

3.

4.



MY FAVORITE WAY TO SAVE WATER IS _____ .

I LIKE TO SAVE WATER THIS WAY BECAUSE

_____ .

LESSON #5:

HOW TO SAVE WATER VIDEO

Objective:

Write, direct and produce videos using persuasive communication skills.

Purpose of Activity:

Review, Identify Details, Communicate, Create

Cognitive Level:

Strategic and Extended Thinking

Class Time:

30-60 minutes

Materials from Your Supply Closet:

- Paper for storyboarding
- Pencils/markers/crayons for storyboarding
- Smartphone with editing capabilities

Pre-Lesson Discussion:

(20 minutes)

Ask students if they have ever seen commercials on TV. Ask them to describe their favorite ones and tell the class why they like them. It might be helpful to show students four or five different commercials via YouTube for further discussion. Ask them about some of their favorite TikTok videos or short YouTube videos. Ask them why they like them. Then ask them if they have ever seen a TikTok or YouTube video that taught them something they did not know. It is helpful to have a few examples of informational and persuasive YouTube or TikTok videos to show. Discuss with students how they think the creators of these videos might have put that informative video together. Then inform the students that they get to make their own version of a TikTok or short YouTube video. **(Do not upload their videos to TikTok. The TikTok style is just used as a template to construct their own informative video.)**

Ask the class to create a list of the products advertised in the commercials. Have them determine which commercials or videos they liked best and why. Introduce the persuasive techniques listed below. You may wish to include some or all of these persuasive ideas.

Procedure:

(30-45 minutes, can be spread throughout the day)

- Break students into groups of three or four. Each group will create their own commercial video.
- Using the list of water saving actions from previous lessons, each group will choose one action as the topic of their video. If they are using a short TikTok style, they should choose two topics and do two videos. This is the subject of their commercial and what they are advertising and trying to persuade others to do.
- Have each group draw five pictures to tell the story of their commercial (with a beginning, middle and end). This is their outline and storyboard to help focus their ideas and work together. For example: If they want to persuade others to turn the water off while brushing their teeth, the first picture might be someone brushing their teeth with the water running (beginning). The second picture might be someone shocked at such behavior and shaking their head (middle). The third picture might be the first person contemplating the shock of the other person (middle). The fourth picture may be the second person demonstrating how to shut water off and the other person learning their lesson (middle). The fifth picture might be the whole group turning the water off while brushing their teeth (end).

Persuasive Techniques:

Authority

A famous person or someone who has authority in our society pushes a particular product. Examples include commercials featuring a doctor or a professional sports figure.

Side-tracking

Discusses a subject that seems to be related, but is not. Examples include a basketball player trying to sell hamburgers.

Bandwagon

"Everyone is doing it and you should too." This approach appeals to feelings of belonging. Examples include many people going to see the latest movie and raving about it in a commercial.

Slanted language

This uses words packed with emotion to make people feel a certain way. Examples of positive slanted language include the use of words like smooth, fresh and clear. Negative slanted words might include bumpy, overdue, crowded and noisy.

- Then, as a group, have the students act out and record their outline into a full video. They can add dialogue, captions or music to make the pictures come to life. Remind them that they are trying to persuade their audience to do the water saving activity. The videos should contain explanations of procedures involved in making specific changes. Creativity is encouraged, including the use of music, props, costumes, editing transitions and so on. See below for more storyboard guidance.
- Rehearse and shoot the video.
- Have students show their video commercials to the class and ask them to look for persuasive techniques used in each of the advertisements. Have students refine their videos after showcasing them.
- The videos can be share with families and/ or the school community (optional).

Assessment:

Students can be assessed by how many ideas they come up with for their TikTok videos and how well they assign the tasks of video production.

More guidance on creating their outline:

- What water saving action are they trying to persuade people to take? What are their ideas for presenting it?
- **Audience:** Who is their audience?
- **Length:** How long will their video be? The commercial should be no more than two minutes long.
- **Style:** What do they want their video to look like? What tone should the video have (examples: humorous, musical, informative)?
- Who are the characters? What are they doing? What are they saying?
- Who is in the shot for each picture in the storyboard?
- Is it a long shot (far away), medium shot or close up?
- What action is happening in the shot?
- What dialogue is being spoken?
- Assign all jobs, including costume design, prop assembly, makeup artist, graphic artist, location scout, lighting director, camera person, director, actors and others as necessary.

FUN EXTENSIONS TO SHARE AND DISCUSS

Fun Water Fact to Share:

The average total home water use for each person in the U.S. is about 50 gallons a day.

Source: <https://www3.epa.gov/safewater/kids/waterfactsoflife.html>

Jobs In Water:

Landscape Architect

Landscape architects plan and design land areas for parks, recreational areas, highways and other properties. They may practice xeriscaping to choose the type and quantity of plants for a landscaped area. Part of their job is to determine how much water their landscapes require and to plan ways to ensure that the land is properly watered and drained.

Annual salary (mean): \$67,950 per year

Communication Specialist

Communication specialists perform customer outreach, oversee district and community events, manage stakeholder databases and serve as liaisons with external and internal groups.

Annual salary (mean): \$74,000 per year

MAKE YOUR VOICE HEARD

Write a blog post about why saving water is so important.
Use some of the words from the list.

WATER

WATER CYCLE

CONSERVATION

DROUGHT

ENVIRONMENT

PROTECT

ECOSYSTEM



FURTHER EXTENSION ACTIVITY: FUN WITH WATER JOBS

Procedure:

(Time varies)

At the end of each lesson, students have been learning about different water jobs. Go back and review the different jobs. Then, play a guessing game.

Have one (or up to three) students choose one of the water jobs and then act out a person performing that job. (Without talking!). Then, have the rest of the class guess which job the student/ students are acting out.