

## Water Conservation

### What can you do to save water?

#### Optional Introduction:

- LOG INTO BARRACUDA FIRST
- Watch the short video on water conservation on YouTube:  
*The Adventures of EcoRilla Episode 1* - EcoWater Canada  
[http://www.youtube.com/watch?v=\\_ex1ZuKFW64](http://www.youtube.com/watch?v=_ex1ZuKFW64)
- Discuss this question briefly with your class: Why is it important to save water?
- You may point out a real life 'science' example of what happens to a plant when it doesn't have enough water.

#### The Prompt:

- Use puppets or recruit some older students to perform the Reader's Theatre: *Water Wise - All About Water Conservation*
- After listening to the Reader's Theatre, lead a short class discussion on the question: "What can you do to save water?" Use the discussion to build a basic understanding of at least a few of the ways the students could save water.
- Pose the focusing question again and give the following directions:
  1. "What can you do to save water? Turn and talk to a partner about what you could do." *Allow about 3 minutes for students to discuss their choices.*
  2. "Now use this paper to draw a picture of some things you could do to save water. I will help you write words under your picture to tell more about your choices."

### **Additional Instructions/Clarifications**

- Paper may be lined or unlined. Use your typical classroom writing process to support students in completing the writing prompt. The piece should represent first draft writing (done in a single sitting).
- The response should include a picture and whatever sentences, words, or letters the child can add. An adult should transcribe the child's words and/or take dictation if needed.
- We understand that, especially in the fall, most Kindergartners have had limited experience with writing.

## Water Wise

A Super Science Script  
Written and Developed by Lisa Blau

Water Expert #1 - Good morning! We are here to tell you all about the earth's most precious resource...

All - WATER!

Water Expert #2 - Every form of life needs water in order to live.

Water Expert #4 - A tiny fish needs water...

Water Expert #5 - A tall tree needs water...

Water Expert #3 - Everyone needs...

All - WATER!

Water Expert #2 - People need water to drink because our bodies need water to stay healthy.

Water Expert #3 - We also need water to make the crops grow so that we have food to eat.

Water Expert #4 - People use water for taking baths, brushing their teeth, and washing their clothes.

Water Expert #1 - Yes, everyone needs water.

Water Expert #2 - We know that water is precious so we must find ways to save all the water that we can.

Water Expert #3 - Now, you might be thinking...

Water Expert #5 - But, I'm just a kid. What can I do to save water?

Water Expert #4 - Well, we're here to tell you...

All - PLENTY!

Water Expert #1 - If you turn off the running water when you brush your teeth...

All - You can save 35 gallons of water in one week!

Water Expert #3 - If you take a shorter shower...

All - You can save 75 gallons of water in one week!

Water Expert #3 - You can help Mom or Dad fix leaky faucets and put water savers in your toilets.

Water Expert #5 - A plastic bottle filled with pebbles will do the job!

Water Expert #4 - Never play in sprinklers if your town is having a water shortage.

Water Expert #1 - Sure, it's tons of fun...

Water Expert #2 - You will use over 10 gallons of water in only one minute!

Water Expert #3 - By trying some of these tricks, you and your family can help save lots of water.

Water Expert #4 - Water is precious. What can you do to help save water?

Water Expert #1 - Make sure that the faucet is turned off all the way. Don't leave it dripping...

Water Expert #2 - Every drop counts you know!

Water Expert #3 - Don't use more water than you really need. You really don't need to fill your bathtub up all the way when you take a bath.

Water Expert #4 - You should use a broom...not the hose, to clean a driveway or sidewalk.

Water Expert #5 - And how many of you like to help out by washing the car? Well, be sure to save water when you wash the car.

Water Expert #2 - It's easy...just use a bucket to wash the car, and only use the hose to rinse it off.

All - We hope that you will be water wise and save lots of water. We know you can do it!

Water Expert #1 - The End.

From Super Science, by Lisa Blau  
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**GUSD – Informative/Explanatory Text-Based Rubric, Grade      K**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Purpose</b>  CCSS*: > W – 2	<ul style="list-style-type: none"> <li>Responds with all statements related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>Responds with all statements, phrases, and/or drawing(s) related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>Responds with most statements, phrases, and/or drawing(s) related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>Responds with some or no statements, phrases, and/or drawing(s) related to the prompt</li> </ul>
<b>Organization</b>  CCSS: > W – 2	<ul style="list-style-type: none"> <li>Identifies topic in introductory sentence</li> <li>Supplies some facts about the topic</li> <li>Provides some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>Identifies topic about which they are writing</li> <li>Supplies some information about the topic</li> </ul>	<ul style="list-style-type: none"> <li>Identifies topic about which they are writing in a student-dictated phrase or sentence</li> <li>Attempts to supply some information but may be unrelated to topic</li> </ul>	<ul style="list-style-type: none"> <li>Identifies opinion in drawing(s) or not at all</li> <li>Supplies no information about topic</li> </ul>
<b>Language-Conventions of Grammar and Usage</b>  CCSS: > L – 1a	<ul style="list-style-type: none"> <li>Prints all upper and lower case letters correctly</li> <li>Demonstrates mastery of proper spacing between all words and word placement on the lines</li> </ul>	<ul style="list-style-type: none"> <li>Prints many upper and lower case letters correctly</li> <li>Demonstrates proficiency of proper spacing between most words and word placement on the lines</li> </ul>	<ul style="list-style-type: none"> <li>Prints some upper and lower case letters correctly</li> <li>Demonstrates some proficiency of proper spacing between words and word placement on the lines</li> </ul>	<ul style="list-style-type: none"> <li>Prints few upper and lower case letters correctly</li> <li>Demonstrates little to no proficiency of proper spacing between words and word placement on the lines</li> </ul>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b>  CCSS: > L – 2, a-d	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns</li> <li>Uses end punctuation correctly</li> <li>Uses conventional spelling for words with common spelling patterns</li> <li>Spells irregular and/or high-frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I”</li> <li>Uses end punctuation</li> <li>Writes letters for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I”</li> <li>Uses end punctuation incorrectly</li> <li>Inconsistently writes letters for consonant and short-vowel sounds</li> <li>Spells some simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes incorrectly with many errors</li> <li>Does not use end punctuation</li> <li>Writes letters with little to no sound/spelling correspondence of consonants and short vowels</li> <li>Spells few to no simple words phonetically</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

## CA Common Core State Standards (CCSS) Alignment

NOTES: 1) In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 1<sup>st</sup> grade standards were referenced. 2) The “3 – At Grade Level” work would be a developmentally appropriate goal for the *end* of kindergarten; therefore, the rubric numbers are intended to show student progress as a developmental continuum.

The letter abbreviations are as follows: CCSS = Common Core State Standards

W = Writing

L=Language

Strand (Domain)	Kindergarten	1st
<b>Writing</b>	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>Language- Conventions of Grammar and Usage</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b>	<p>(Note – these standards correspond in order to how they are arranged in the last box of the table.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

**File Name: IKFP Water**

**Informative/Explanatory**

**Kindergarten, Fall**

**On-Demand Writing, Uniform Prompt**

**Water**

I WOT US AS WODR MUC WODR

**Names what he/she is  
writing about**

In this Kindergarten piece, written in the fall, the student uses a combination of drawing and writing to inform the reader about a topic explored through a Reader's Theatre presentation and a short video. The topic of the student piece (*"I WOT US AS WODR MUC WODR"*) is stated in writing. The repeated word (*"WODR"*) is not an unusual error at this grade level and could be revised if the piece went through the full writing process. **The drawing** that accompanies the original text **supplies detailed information** on how to save water. The illustrations show the student saving water in many ways, such as taking shorter showers and saving excess water for pets and plants. Kindergarteners may use phonetic spelling, drawing, and dictation to express their thoughts in writing. This student's piece clearly draws on the sources provided to inform the reader about the topic. This developmentally appropriate "combination writing" provides a valuable foundation for the thought process that underlies this text type and can be built upon in later years.



**File Name: IKFP Water**

**Informative/Explanatory**

**Kindergarten, Fall**

**Revised and Edited for Student Use**

**Water**

I won't use as much water.

**File Name: IKFP Water**

**Informative/Explanatory**

**Kindergarten, Fall**

**On Demand Writing- Uniform Prompt**

**Water**

I WOT US AS WODR MUC WODR

WVOT US AS WODR MUC

WODR



**File Name: IKSP Saving Water**

**Informative/Explanatory**

**Kindergarten, Spring**

**On-Demand Writing, Uniform Prompt**

**Saving Water**

*What can you do to save water?*

I am taking a baf Not all faLL.

I amsHuting off the wotr

I am filing the bucit up Not too Hiy

Although this piece would have been stronger had the student named the topic herself, the question posed clearly introduces the topic.

**Supplies some information  
about the topic**

In this Kindergarten piece, written in the spring, the topic (*What can you do to save water?*) is made clear by the question the teacher has posed, and the student uses words and pictures to supply some information about the topic. Although the information is personalized (*"I am..."*), the student has clearly drawn three specific details from the sources provided to inform the reader about how she will save water. Both words and illustrations show a solid understanding of the content

**File Name: IKSP Saving Water**

**Informative/Explanatory**

**Kindergarten, Spring**

**Revised and Edited for Student Use**

### **Saving Water**

*What can you do to save water?*

I am taking a bath. It is not all full.

I am shutting off the water.

I am filling the bucket up, not too high.

**File Name: IKSP Saving Water**

**Informative/Explanatory**

**Kindergarten, Spring**

**On-Demand Writing, Uniform Prompt**

### **Saving Water**

*What can you do to save water?*

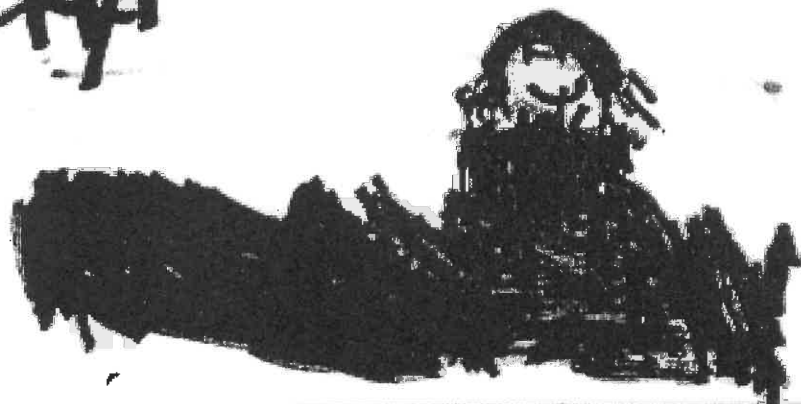
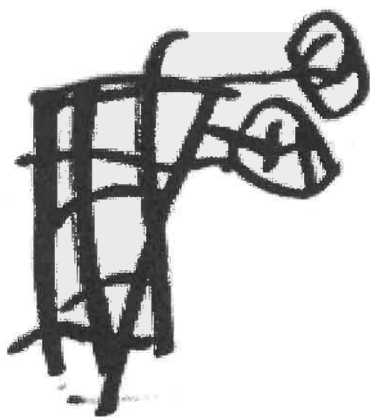
I am taking a baf Not all faLL.

I amshuting off the wotr

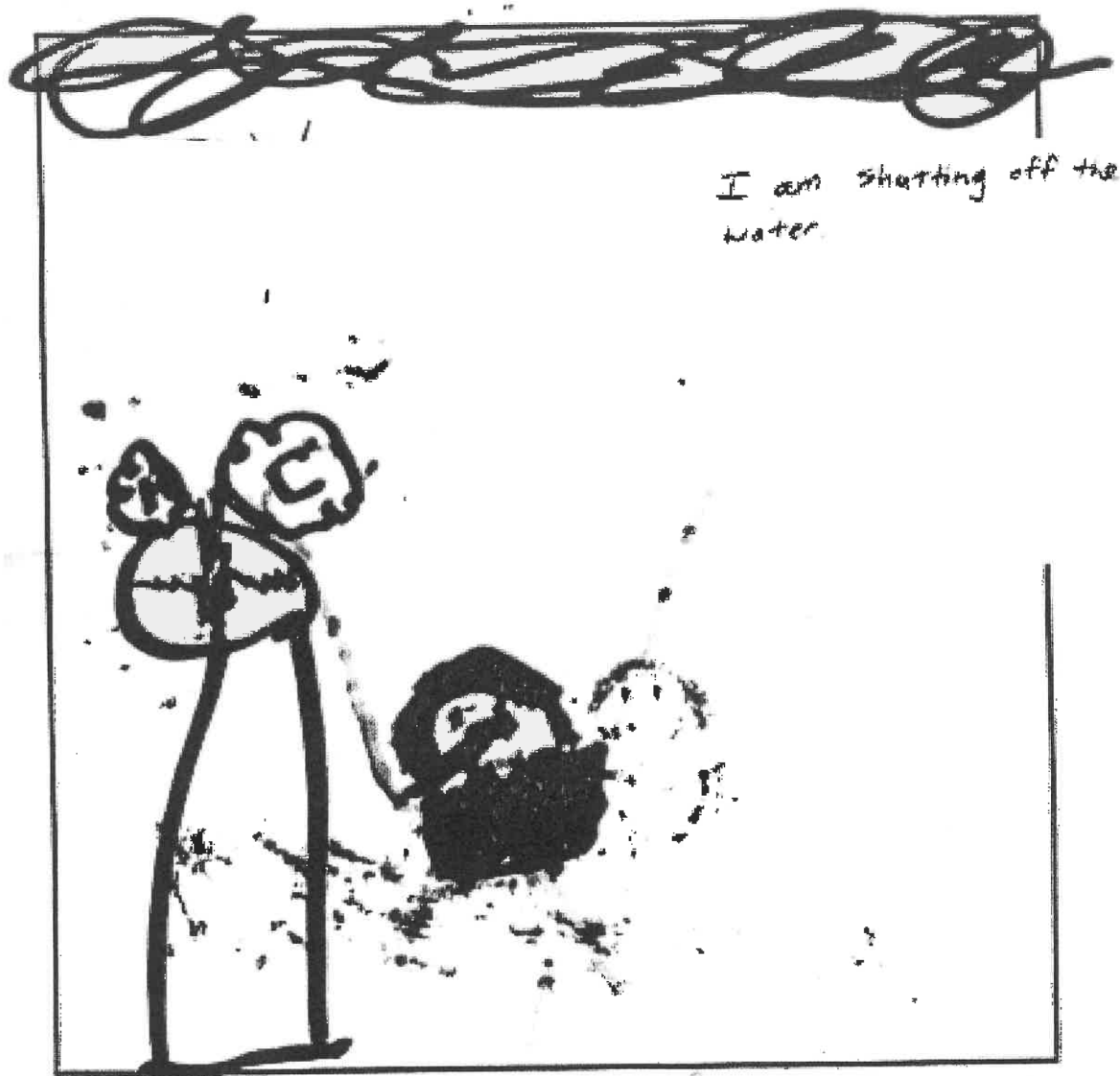
I am filing the bucit up Not too Hiy

What can you do to save water?

I am taking a  
bath not all full.



I am taking a  
bat not all full.



I am shutting off the water



I am filling the  
bucket up not too  
high.



I am filling the  
bucket up ~~not~~ too  
High