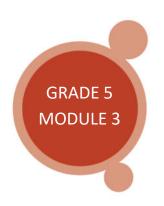


## **H2O** Response Team





Lesson 5
Finding Fresh
Water



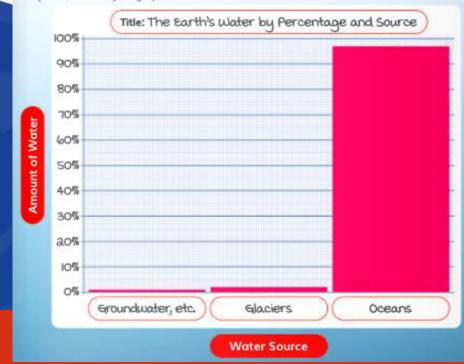


#### **H2O Response Team**

Review what you observed about fresh water in the previous lesson.

The Earth's Water   Collect Da	Complete the table.				
Water Source	Earth's Water (rounded %)				
Groundwater, rivers, lakes, ponds, and sw	vamps I %				
Glaciers	2%				
Oceans	97%				

Chart Data • Graph the different amounts of water. Label the x-axis, add the scale for the y-axis, and title your graph.



### Reading for Evidence

Read and annotate an article on page 18 about water on Earth, then answer the questions.

## Annotation Symbols



Make a prediction



Confirm a prediction



Vocabulary



Question or confusing



Interesting



Important



Connection





Disagree

**Investigate Lesson 5**—Finding Fresh Water

NCE

In Attached PDF- pg 21-24

Twig book pg 18-21

# Where Is Earth's Water?

Read and annotate "Where is Earth's Water?" As you read, use these close reading strategies:

- · Circle key words.
- · Underline confusing words or sentences.
- Add drawings or notes to remember important facts and ideas.

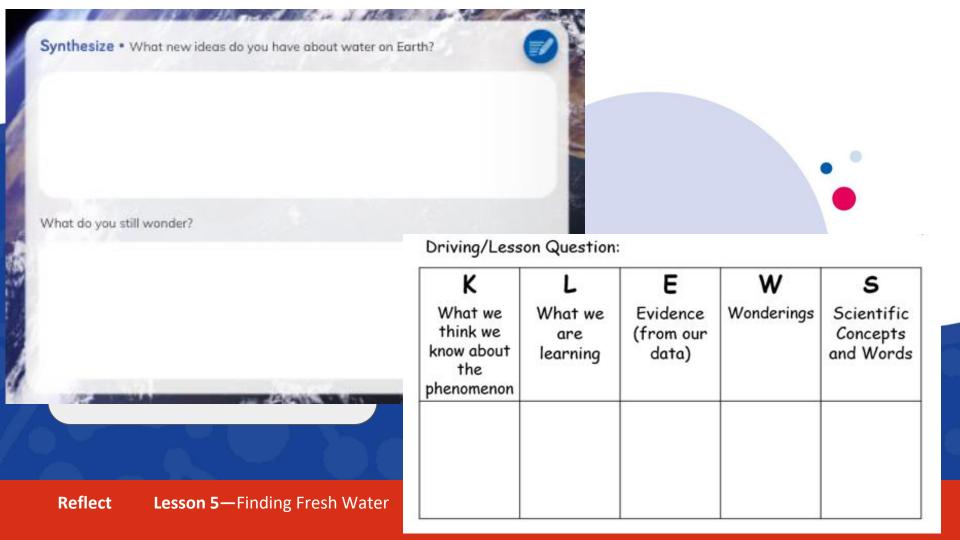
"Water, Water, Everywhere..."

You've heard the phrase, and for water, it really is true. Earth's water is (almost) everywhere: above the Earth in the air and clouds; on the surface of the Earth in rivers, oceans, ice, plants; in living organisms; and inside the Earth in the top few miles of the ground.

small portion
is available
to sustain human,
plant, and animal life.

The globe image represents how much actual water exists, compared to the total

## Obtain and Communicate Information • Discuss these questions with your team and use the "Where Is Earth's Water?" article to help answer them. You can take notes under each question during the class discussion. Where is most of the water on Earth? How much of the water available on Earth will help sustain the biosphere? Share Share your answers from page If Earth is known as the blue planet because of the amount of water found on its surface, 23 with the class. how do you explain the globe representation of water on page 20? Report **Lesson 5**—Finding Fresh Water



Water and Social Justice

https://www.un.org/en/globalissues/water





## **ABCDEs of Modeling**

Accurate

Big

Colorful

Descriptive

**Explains** 









#### Reflect

Develop Models \* Draw and label a visual model to show your understanding of the relative amounts of fresh water and salt water on Earth.



**ELA Reading Extension** 

Turn and talk about how the bar graph helped you understand the text.



#### **Math Extension**

Do a number talk related to a graph of water distribution

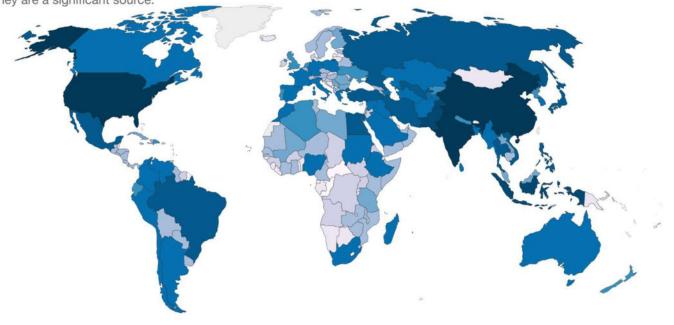
# NOMBER TATK HOM fo do a

- · Present a problem to the class.
- Allow students to figure out the answer individually.
- Have a few students to share answers aloud or have students share their answer with a partner.
- Lead students in sharing their strategies and thinking.
- As a class, agree on the correct answer based on the strategies that were shared.

## Annual freshwater withdrawals, 2017



Annual freshwater withdrawals refer to total water withdrawals, not counting evaporation losses from storage basins, measured in cubic metres (m³) per year. Total water withdrawals are the sum of withdrawals for agriculture, industry and municipal (domestic uses). Withdrawals also include water from desalination plants in countries where they are a significant source.



No data   100 million m³   1 billion m³   7.5 billion m³   50 billion m³   400 billion m³	0	m <sup>3</sup> 500 mil	lion m³	5 billion m³	10 billi	on m <sup>3</sup>	100 bil	lion m <sup>3</sup>	800 billion m
	No data	100 million m <sup>3</sup>	1 billion m	<sup>3</sup> 7.5 bi	llion m <sup>3</sup>	50 billi	on m <sup>3</sup>	400 bil	lion m <sup>3</sup>

Source: Food and Agriculture Organization of the United Nations (via World Bank) OurWorldInData.org/water-access-resources-sanitation/ • CC BY

