

Water is life!



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This pack supports an introduction for learners to an Eco-School's focus on environmental information

Grade 3

This pack contains:

Activity One: This week-long **MATHEMATICS** activity encourages learners to take careful note of the water they use by keeping a daily water diary.

Activity Two: A **LANGUAGES** exercise which encourages learners to discuss and write about their experience of walking along two rivers, one clean and beautiful and one dirty and polluted.

Activity Three: This **NATURAL SCIENCES** activity focuses on the importance of water in our lives and the problems of pollution. Learners summarise their 'saving water' and 'how to stop water pollution' group discussions with colourful posters.

Activity Four: A **LANGUAGES** activity encouraging learners to use a dictionary before they find the hidden words in the word search.

Activity Five: How do carrots drink? An interesting experiment to try with the class.



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). This pack is available electronically on www.envirolearn.org.za



Activity	Learning Area covered in this activity	Learning Outcomes covered in this activity	Assessment Standards covered in this activity
1. Learners investigate how much water they use by keeping a water diary of their daily water use.	Mathematics	<p>Learning Outcome 4: Measurement: The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.</p> <p>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.</p>	<ul style="list-style-type: none"> • Reads and writes analogue and digital clock time in terms of hours, half-hours, quarters of an hour and minutes. • Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and class. • Draws pictures and constructs pictographs and bar graphs that have a 1-1 correspondence between own data and representation.
2. Learners discuss and write about their experience of walking along two rivers, one clean and beautiful and one dirty and polluted.	Languages	<p>Learning Outcome 2: Speaking: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.</p> <p>Learning Outcome 4: Writing: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.</p>	<ul style="list-style-type: none"> • Recounts personal experiences and expresses feeling and opinions about them. • Contributes to group and class discussions. • Uses various pre-writing strategies to initiate writing (e.g. brainstorming, talking with friends, visual images). • Writes a selection of short texts to suit the purpose and the audience (e.g. one-or two-paragraph stories).
3. Learners discuss the importance of water and summarise their 'saving water' and 'how to stop water pollution' group discussions with colourful posters.	Natural Sciences	<p>Learning Outcome 3: Exploring Issues: The learner will be able to make informed decisions about social and environmental issues and problems.</p>	<ul style="list-style-type: none"> • Identifies one or more pollution issues in a particular context. • Suggests ways to reduce the pollution problem being investigated. • Proposes solutions to reduce the pollution problem being investigated (making choices).
4. Learners use a dictionary before they find the hidden words in a word search.	Languages	<p>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.</p> <p>Learning Outcome 3: Reading and Viewing: The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.</p> <p>Learning Outcome 4: Writing: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.</p>	<ul style="list-style-type: none"> • Listens attentively (extending concentration span) and responds to an extended sequence of instructions appropriate to learner's level. • Develops a vocabulary by using a dictionary and keeping a personal dictionary. • Builds word bank and personal dictionary.
5. Just for fun! How do carrots drink?	-	-	-