

It's raining today!



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pack supports an introduction for learners to an Eco-School's focus on resource management

Grade 5

This pack contains:

Activity One: During this **SOCIAL SCIENCES : GEOGRAPHY** activity, learners look at the geographical distribution of rainfall across South Africa. This is linked to vegetation and farming practices as well as the spread of water-borne diseases, such as cholera.

Activity Two: During this **TECHNOLOGY** lesson, learners make an easy but accurate rain gauge, to measure the rainfall at school.

Activity Three: This **NATURAL SCIENCES** lesson looks at water in your school. Learners map out where water enters and leaves the school and areas, within the school grounds, where it is used.

Activity Four: This **MATHEMATICS** lesson looks at water use at school, home and the local community. Learners complete a quick checklist before designing their own simple data collection sheet for dripping taps around the school.

Activity Five: The Water Challenge Quiz challenges the learner to find adults and test how much they really know about one of the most important things in life – water!



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 look at the geographical distribution of rainfall across South Africa. This is linked to vegetation and farming practices as well as the spread of water-borne diseases such as cholera.	Social Sciences: Geography	<p>Learning Outcome 1: Geographical Enquiry: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.</p> <p>Learning Outcome 2: Geographical knowledge and understanding: The learner will be able to demonstrate geographical and environmental knowledge and understanding.</p> <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 and explores possible solutions to problems [answers the question]. Demonstrates knowledge and understanding of the issue through projects, discussion, debate and charts [communicates the answer]. Describes ways in which the physical environment influences human activity and how human activity is influenced by the physical environment [people and the environment]. Identifies challenges to societies and settlements with a focus on the spread of diseases [identifies the issue]. Suggests the best way, from a range of alternatives, to reduce risks of disease [make choices].
2. Learners make an easy but accurate rain gauge, to measure the rainfall at school.	Technology	<p>Learning Outcome 1: Technological processes and skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.</p>	<p>Makes</p> <ul style="list-style-type: none"> Uses suitable tools and materials to make products by measuring, marking out, cutting or separating, shaping or forming, joining or combining, and finishing the chosen material. Works neatly and safely, ensuring minimum waste of material. <p>Evaluates</p> <ul style="list-style-type: none"> Evaluates, with assistance, the product according to design brief and given specifications and constraints (e.g. people, purpose, environment), and suggests improvements and modifications if necessary. Evaluates the plan of action followed and suggests improvements and modifications if necessary.
3. Learners map out where water enters and leaves the school and areas, within the school grounds, where it is used.	Natural Sciences	<p>Learning Outcome 1: Scientific investigations: 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.</p>	<p>Plans investigations:</p> <ul style="list-style-type: none"> Responds to teacher's suggestion of 'what would happen if ...?' <p>Conducts investigations and collects data: Carries out instructions and procedures involving a small number of steps.</p> <ul style="list-style-type: none"> Records observations by drawing and labelling.
4. Learners look at water use at school, home and the local community. They complete a quick checklist before designing their own simple data collection sheet for dripping taps around the school.	Mathematics	<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"> Makes and uses simple data collection sheets that involve counting objects in order to collect data (alone and/or as a member of a group or team) to answer questions posed by the teacher, class and self. Draws a variety of graphs by hand/technology to display and interpret data (grouped and ungrouped) including: bar graphs.
5. Just for fun!! The Water Challenge Quiz for learners to test adults.	-	-	-