

# WATER

## Who Needs it?

**VIDEO ACTIVITY PACKET  
FOR GRADES K-3 AND 4-6**

PRESENTED BY  
CALIFORNIA DEPARTMENT OF WATER RESOURCES  
PUBLIC AFFAIRS OFFICE

[www.water.ca.gov/education](http://www.water.ca.gov/education)

# "WATER Who Needs it?"

## Video Activity Packet Contents

- **Preactivity for All Grades**
  - Teacher instructions
  - 6 labels for Prior Knowledge Inventory Chart (6 sheets, each 8 1/2" x 14", single-sided).
- **Post Viewing Activity for Grades K-3**
  - Teacher Instructions
  - Student booklet pages (2 sheets, each 8 1/2" x 11", double-sided).
- **Post Viewing Activity for Grades 4-6**
  - Teacher Instructions
  - Student mini book (1 sheet, 8 1/2" x 14", single-sided).
- **Evaluation Forms**
  - Viewer Evaluation
  - Activity Evaluation

# Preactivity Teacher Instructions

## Prior Knowledge Inventory

"KWL" - Know - Want to Know - Learned  
for "WATER Who Needs it?" Video

### MATERIALS:

- The 6 labels (provided in packet)
- Butcher paper
- Pen
- Glue stick

### PREPARATION:

- Copy 6 labels (keep originals for future use)
- Teacher prepares "KWL" Chart using butcher paper, glue and labels as shown:

	Column #1	Column #2	Column #3
Row #1	What We Know About Why We Need Water	What We Want to Know About Why We Need Water	What We Learned About Why We Need Water
Row #2	What We Know About How We Can Conserve Water	What We Want to Know About How We Can Conserve Water	What We Learned About How We Can Conserve Water

### PROCEDURES:

#### STEP 1

- Teacher elicits responses from students on Row #1 (columns 1 & 2):
  1. What they think they know about why we need water. Teacher records responses.
  2. What more they'd like to know about why we need water. Teacher records responses.

#### STEP 2

- Teacher elicits responses from students on Row #2 (columns 1 & 2):
  1. What they think they know about how we can conserve water.  
Teacher records responses.
  2. What more they'd like to know about how we can conserve water.  
Teacher records responses.

#### STEP 3

- TEACHER SHOWS VIDEO

#### STEP 4

- The final column #3 (rows #1 + #2) will be completed **after** students complete the Post Viewing Activities.

What We Know About  
Why We Need Water

What We Want To  
Know About Why  
We Need Water

What We Learned  
About Why We  
Need Water

What We Know  
About How We Can  
Conserve Water

What We Want  
To Know About  
How We Can  
Conserve Water

What We Learned  
About How We Can  
Conserve Water

## Post Viewing Activity - Teacher Instructions

# "WATER Who Needs it?" grades K-3

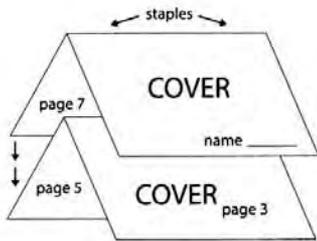
### NOTE

Do the first part of the (KWL) prior knowledge inventory before showing the video. Show entire video in one sitting.

### MATERIALS

One copy of booklet per student (2 double-sided 8.5 by 11 inch pages). Crayons or markers.

### BOOKLET PROCEDURES



1. Fold copies in half (width-wise) creating a 8.5 by 5.5 inch rectangular booklet. Be sure the pages are in numbered order. (Book will open like a calendar)
2. Have students color booklet cover and write name on the line.
3. Show the video a second time and pause after each video activity to allow students time to record what they saw in their booklets.
4. Show activity #1 being set up and have students predict what will happen by completing page 2.
5. Show results of activity #1 and have students record what happened on page 3.
6. Show activity #2 being set up and have students predict what will happen by completing page 4.
7. Show results of activity #2 and have students record what happened on page 5.
8. Page 6, show activity #3 being set up and have students record their prediction, then show results and have them record what happened.
9. Show activity #4 and have students write the number of cups of water they think they might use. If desired, this can be a class activity or a homework assignment to find out actual amount.
10. At the end of the video, have students complete page 8, drawing two ways they can save water.

### CLOSURE

1. Have students share what they wrote on the pages of their booklets.
2. Have the class complete the final column 3 of the KWL inventory chart.

### ANSWER KEY FOR BOOKLET:

- pg. 3 Cup 2 should show the best growth and the blank should be completed with the word water.
- pg. 5 The fresh water cup should show the best growth and the blanks should be completed with the words fresh water.
- pg. 6 The fresh water plant should be drawn healthy and the blank should be completed with the word died.
- pg. 7&8 Student answers will vary.

DRAW PICTURES OF HOW YOU CAN  
SAVE WATER



I SAVE WATER BY

I SAVE WATER BY

8

Department of Water Resources  
presents



WATER,  
Who  
Needs it?

NAME

# Activity #1



DRAW WHAT YOU THINK WILL HAPPEN...



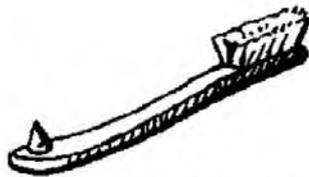
5 mL water =  
1 teaspoon

30 mL water =  
6 teaspoons

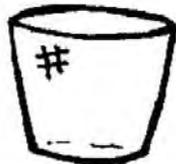
60 mL water =  
12 teaspoons

2

# Activity #4



WHEN I BRUSH MY TEETH, I  
USE # CUPS OF WATER.



I COULD SAVE WATER BY

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7

# Activity #3

PREDICT:



I THINK THE PLANT WITH MOTOR OIL ADDED WILL \_\_\_\_\_.

ACTUAL:



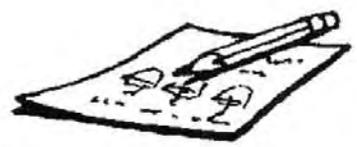
NO OIL



OIL

THE PLANT WITH MOTOR OIL \_\_\_\_\_ (6)

DRAW WHAT HAPPENED...



5 mL water = 1 teaspoon



30 mL water = 6 teaspoons



60 mL water = 12 teaspoons

PLANTS NEED JUST THE RIGHT AMOUNT OF \_\_\_\_\_ TO GROW. (3)

# ACTIVITY #2



DRAW WHAT YOU THINK WILL HAPPEN...



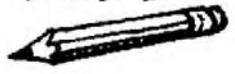
fresh water



salt water

4

DRAW WHAT YOU SAW  HAPPEN...



PLANTS NEED \_\_\_\_\_ TO GROW.

5

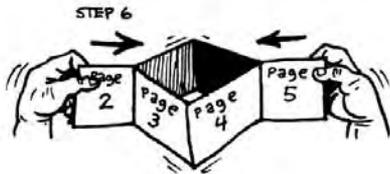
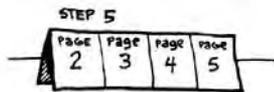
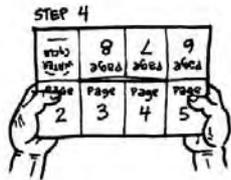
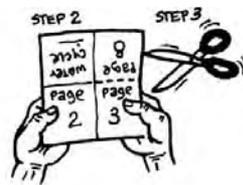
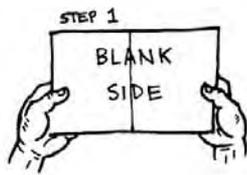
## Post Viewing Activity - Teacher Instructions

# "WATER Who Needs it?" grades 4-6

**NOTE** Do the first part of the (KWL) prior knowledge inventory before showing the video.

**MATERIALS** Mini book master, scissors, crayons or markers, pencil.

### MINI BOOK PREPARATION



1. Copy the mini book master on 8.5 by 14 inch copy paper (1 per student)
2. Fold the mini book in half width-wise (this will resemble a square).
3. Cut along the dotted line through both layers of the paper. You will only cut half way into the middle of the square.
4. Open the paper to full size and fold in half length-wise with the printing on the outside.
5. Stand the paper upright on the desk (like a tent) with the open edge at the bottom and pages 2, 3, 4 & 5 facing you.
6. Grab the outside edges of the paper and push gently towards the center creating a 4 sheet booklet.
7. Fold together so that the number of pages are in order, and the cover is at the front of the book.

### MINI BOOK PROCEDURES

Show the video completely in one sitting without pausing.

- Page 1.** Students color and write name on line.
- Page 2.** Show the video again, and pause it after activity #1 so students can draw the results and write their own conclusions.
- Page 3.** Pause the video again after the water use section and have the students draw and label ways water is used.
- Page 4. & 5.** Pause the video after activities 2 and 3 and have students record information.

**Page 6 & 7.** Pause again after the conversation portion and have the students fill in pages 6 and 7 of the mini book.

**Page 8.** Finish viewing the video and have students complete page 8.

## ANSWERS

**Page 2.** Cup 2 should look the healthiest. The conclusion should say "Too little or too much water is not good for growing plants."

**Page 3.** Illustrations should show ways water is used. Answers will vary.

**Page 4.** The plant in the fresh water cup should look healthy. The other plant unhealthy.

**Page 5.** The fresh water plant should look healthy. The oily water plant should look unhealthy.

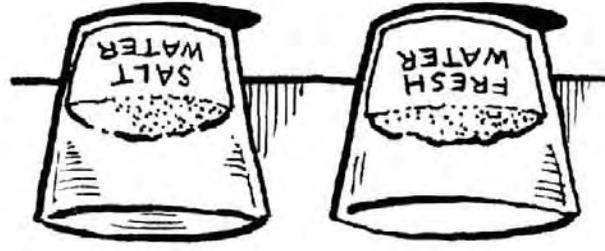
**Page 6-8.** Student answers will vary.

## CLOSURE

1. Have the students exchange mini books with a partner, read them to detect any errors, and return them to the owners for revision.
2. Teacher collects the mini books and evaluates them.
3. Have the class complete the final column 3 of the KWL inventory chart.

5 \_\_\_\_\_  
\_\_\_\_\_

Conclusion:



Draw the results.  
ACTIVITY # 3

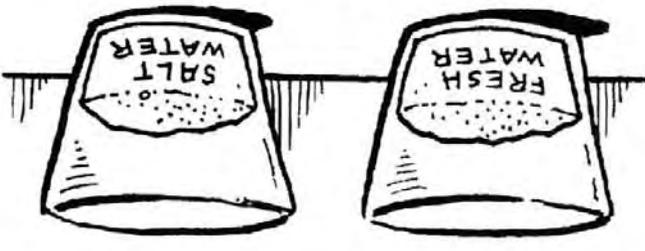
# WAYS THAT I CAN CONSERVE WATER

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_

Conclusion:



Draw the results.  
ACTIVITY # 2

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Illustration  
WAYS WE USE WATER  
Title

Water is important.

Without water \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2 \_\_\_\_\_  
\_\_\_\_\_

Conclusion:



Draw the results.  
ACTIVITY # 1

# WATER, Who needs it?



NAME \_\_\_\_\_

8

Activity Evaluation Form  
for

"WATER Who Needs it?"

In order to better serve California schools, we need your feedback on the activity sheets that accompany this video. Please complete this short evaluation form and fax to Department of Water Resources at (916) 653-4684, attn. **Michelle Robinson** or fold, tape, stamp and mail to address on the reverse side. Thanks for your help.

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE NUMBER \_\_\_\_\_

PLEASE CIRCLE OR FILL IN THE APPROPRIATE ANSWER

1. Grade level taught:                      K      1      2      3      4      5      6  
Other \_\_\_\_\_
2. Activity used:                      KWL Chart                      K-3 Booklet \_\_\_\_\_                      4-6 Mini Book \_\_\_\_\_
3. Have you used this activity before?                      Yes                      No
4. Would you use it again?                      Yes                      No
5. Using a grading scale:                      5 = excellent, 4 = good, 3 = average, 2 = poor, 1 = very poor  
please rate how well the activity met the following:  
\_\_\_\_\_ Helped to reinforce your student's understanding of the video  
\_\_\_\_\_ Helped to increase your student's knowledge of water  
\_\_\_\_\_ Instructions easy to follow  
\_\_\_\_\_ Interest to your students
6. Would you recommend this to others?                      Yes                      No
7. How could this activity be improved? (other comments)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Department of Water Resources**

Public Affairs Office

1416 9th St. Room 215-39

Sacramento, CA 95814

Attn: **Michelle Robinson**

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# Viewer Evaluation Form

## for "WATER Who Needs it?" Video

To assist the California Department of Water Resources Office of Water Education in future programming, your comments on the video you have just received would be greatly appreciated. Please complete this short evaluation form and fax to Department of Water Resources at (916) 653-4684, attn. Michelle Robinson or fold, tape, stamp and mail to address on the reverse side. Thanks for your help.

About the video:

(Please circle your answers)

Grade level specified on video:

a. K-3

b. 4-6

Was the video:

a. Appropriate for grade level specified

b. Not appropriate

Do you think the video was:

a. Too long

b. Too short

c. About right

Was the video:

a. Easy to understand

b. Hard to understand

c. About right

Did the video have:

a. Too much information

b. Too little information

c. About right

On a scale of one to five:

Was the video:

Boring 1 2 3 4 5 Interesting

Did students:

Learn very little 1 2 3 4 5 Learn a lot

Was the information:

Confusing 1 2 3 4 5 Explained well

Were the graphics:

Unclear 1 2 3 4 5 Clear

Were there:

Too few graphics 1 2 3 4 5 Enough graphics

How well did the video fit into Curriculum requirements

Bad fit 1 2 3 4 5 Good fit

What did you like about the video and any other comments:

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NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

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Public Affairs Office

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Attn: **Michelle Robinson**

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**A Fun-filled  
learning &  
activities  
video for  
kids K-6!**



**Learn:**

- the importance of water to living things
- how fresh water is used every day
- how you can protect and conserve water

**Activities to show:**

- that plants need fresh water to grow
- how polluted and salt water affect plants
- how you can conserve water while you brush your teeth

