

Water Is Wonderful!

Understand that garbage makes our water dirty and sometimes hurts animals that live there.

Grade Level: Kindergarten

Setting: Classroom or playground (if not too windy or wet) (20 to 30 minutes)

CA State Content Standards:

Life Sciences. 2. Different types of animals and plants inhabit the earth.

Earth Sciences. c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Investigation and Experimentation e. Communicate observations orally

English Language. Listening and speaking.

Visual and Performing Arts 2.1 Use the singing voice to echo short melodic patterns

Background Information: Sometimes people throw garbage in the water or on the ground. This makes our water and land dirty and sometimes hurts animals and plants that live there. Instead, people should dispose of garbage properly.

Objectives: Upon completion of this program, students should be able to:

1. Understand that garbage/trash makes our water dirty and can sometimes harm animals that live there.
2. Identify at least two items that should not be placed in rivers, streams, lakes, or oceans.
3. Discuss the role that humans can play in keeping garbage out of water.

Materials: blue plastic tarp (can also use large piece of blue fabric or paper); paper cut-outs of animals that live in water (fish, snake, duck, frog, etc.) one cut-out per child is ideal; a variety of garbage items (cans, bottles, paper, wrappers, plastic bags, etc.) placed in brown paper lunch bags, one bag per child is ideal; container labeled "Garbage"

Procedure:

I. Setting the stage

- A. Share the background information.

II. Activity

- A. Spread out the "pond" Ask for ideas about what types of animals might live in or near water. Explain that some animals have gills for breathing in the water. Show cards with animal names in English and Spanish. Have students place animal cut-outs in pond.

- B. Explain that we just finished our picnic by the pond and are too tired/lazy to carry our garbage out or throw it out. The instructor tosses his/her garbage into the pond. Each student does the same. Animals in pond are covered with garbage.
- C. Discuss what might happen to the animals that live there (could eat it; could get hurt by it; blocks sunlight; makes it hard to breathe)
- D. Discuss how all the garbage in the water would also impact recreational water activities (e.g., picnicking, swimming, water skiing, boating)
- E. Discuss what we can do to help the animals and make the water more “fun” for us to use.

III. Follow-up

- A. Have each student help to clean up the pond while singing this song (to the tune of “Mary Had A Little Lamb”)

*Garbage should not go in water
 Go in water,
 Go in water.
 Garbage should not go in water,
 It should go in here.*

Each student places the pieces of garbage in the garbage can. Discuss how the pond and animals look now that the garbage is gone. Discuss how the clean water would impact recreational water activities. Discuss what to do to keep the pond free of garbage.

Note: The students can also color or decorate the paper animal cut-outs prior to starting this activity.

English	Spanish
the pond	el estanque
the trash	la basura
the snake	la serpiente
the frog	la rana
the duck	el pato
the fish	el pez

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trash	the trash	la basura
snake	the snake	la serpiente
frog	the frog	la rana
duck	the duck	el pato
fish	the fish	el pez











