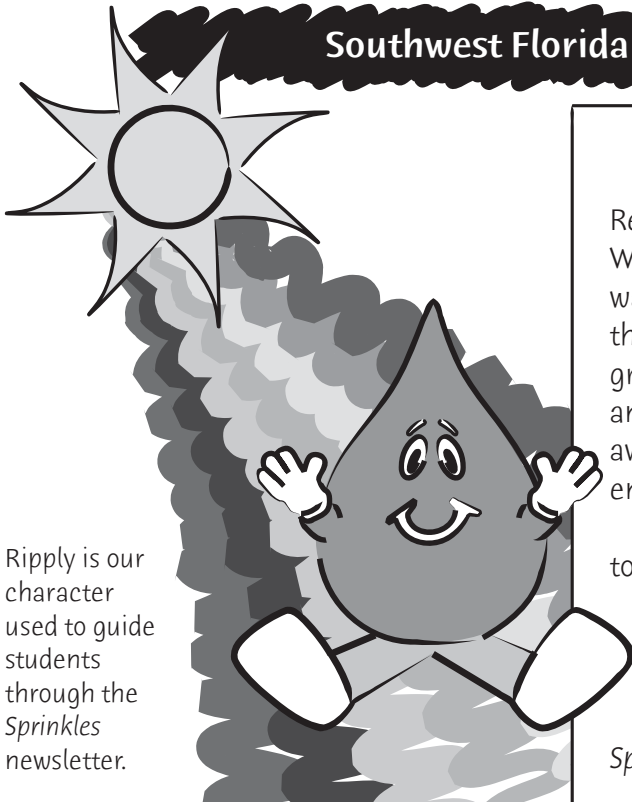


WATER CYCLE

SPRINKLES

number 2

Southwest Florida Water Management District



Ripply is our character used to guide students through the *Sprinkles* newsletter.

Ask students to tell why they think water is important. Then read the introduction together.

Sunshine State Standards (K-2):
LA.A.1.1, LA.A.2.1



Welcome to *Sprinkles*. As part of the Splash! Water Resources Education program, the Southwest Florida Water Management District (SWFWMD) offers this water resources newsletter for elementary students in the primary grades. The newsletter is correlated to grades K-2 of the Sunshine State Standards and provides an interesting way for students to increase their awareness and respect for water resources and our environment.

This issue of *Sprinkles* introduces students to general topics about water and the water cycle. It includes a rebus and coloring sheet, concepts related to water consumption over time and water conservation, an activity and a game. All information and activities are designed to teach students about water. Let *Sprinkles* make a splash in your classroom today!

Many other free materials are available from the SWFWMD and can be ordered online at WaterMatters.org/publications/. We also offer water resources workshops for teachers. Please contact us if you have any questions or suggestions about our water resources education programs.

Youth Education
Communications Department
Southwest Florida Water Management District
(352) 796-7211, ext. 4757
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WaterEducation@WaterMatters.org



Teacher's Guide

Water Wows!

It's fun to learn facts about water. After reading the statement about water, ask one student to stand in front of the class. Display a yardstick just below the student's shoulders to show how much of a person's body is water. Emphasize that we all need to drink water each day to keep us healthy.

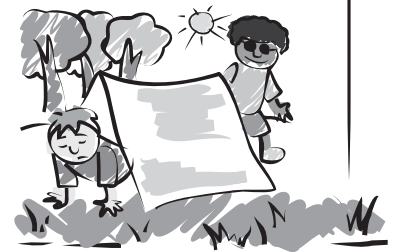
Sunshine State Standards (K-2): MA.A.1.1; SC.F.1.1, SC.G.2.1



Water Trip Rebus

Explain that a rebus is a story that uses pictures in place of some of the words. Explain to students that since the earth was formed, water has been moving in the environment through a continuous cycle called the *hydrologic cycle* or *water cycle*. Then read the story together.

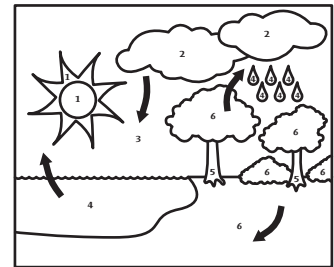
Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; SC.A.1.1, SC.B.1.1, SC.B.2.1, SC.D.1.1



Color the Water Cycle

Use the illustration of the water cycle to show how a water drop can move through the different places on the picture. Ask students to color the picture according to the numbers listed at the bottom of the page.

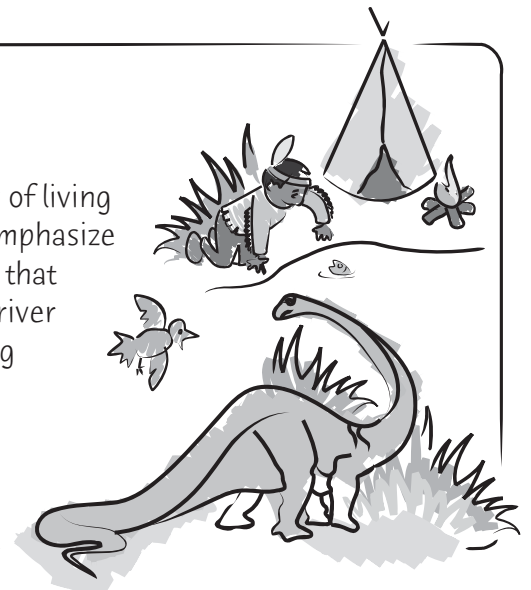
Sunshine State Standards (K-2): MA.A.1.1; SC.B.1.1, SC.B.2.1, SC.D.1.1



Who Drank My Water?

To prepare for the maze activity, ask students to give examples of living things that may have used their water in the past. Be sure to emphasize that the water we drink today has been cleaned and treated so that it won't harm our bodies. Review the pictures found along the river in the maze. Then have students follow the correct path leading to the bay.

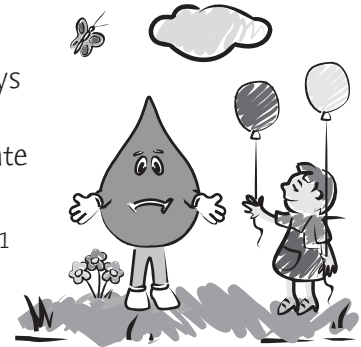
Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; MA.C.1.1, MA.C.2.1; SC.G.1.1, SC.G.2.1; SS.D.1.1



Cheer Up Ripply

Discuss the importance of practicing water-saving habits at home and at school. Discuss several ways people can save water. Then discuss ways people often waste water. Emphasize that everyone needs to practice water conservation. Ask your students to complete the activity and create a picture. Answers: Sentences 2, 4 and 5 should be underlined.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; SC.D.2.1, SC.G.1.1, SC.G.2.1; SS.D.1.1; VA.A.1.1



Water Watcher Activity

This experiment gives students the opportunity to gain a better understanding of the amount of water contained in our bodies. Students can work in pairs or teams for this interactive activity.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; SC.F.1.1



What Does Every Living Thing Need?

Ask students to give several examples of living things. Then ask students to give examples of nonliving things. Have students complete the activity to find out what all living things need in order to survive. Answer: The only letters that should NOT be crossed out are W-A-T-E-R.

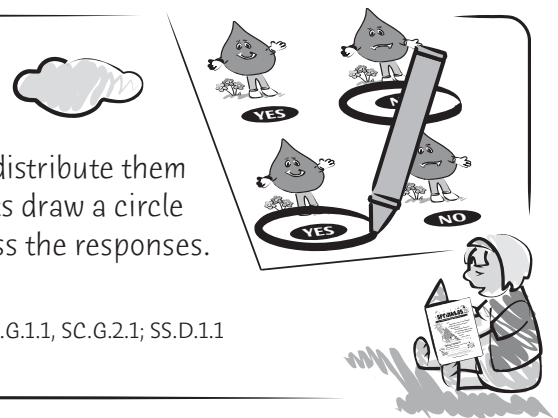
Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; SC.D.2.1, SC.F.1.1; SS.D.1.1



Sprinkles Quiz

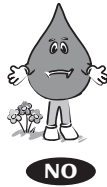
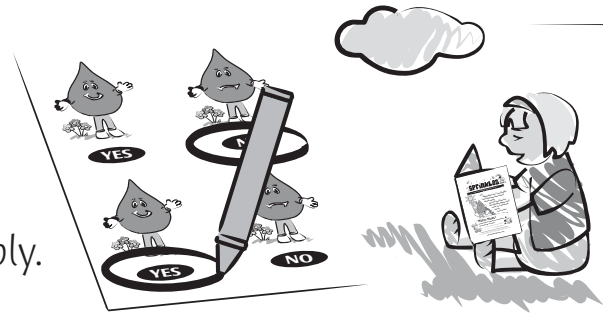
Make copies of the quiz on the back page of this guide and distribute them to your students. Read the questions aloud and have students draw a circle around the word "Yes" or "No" under Ripply's picture. Discuss the responses. Answers: 1-Yes, 2-Yes, 3-No, 4-Yes, 5-No

Sunshine State Standards (K-2): LA.C.1.1; SC.B.1.1, SC.D.1.1, SC.D.2.1, SC.F.1.1, SC.G.1.1, SC.G.2.1; SS.D.1.1



Sprinkles Quiz

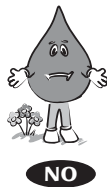
Directions: Listen to each question.
Then circle "Yes" or "No" under Ripply.



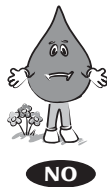
1. Does the sun warm our oceans and lakes?



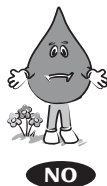
2. Could dinosaurs have used our water?



3. Does the water cycle happen only in the spring?



4. Do our bodies have a lot of water inside them?



5. Does taking long showers save water?