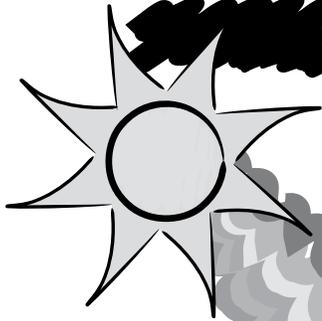


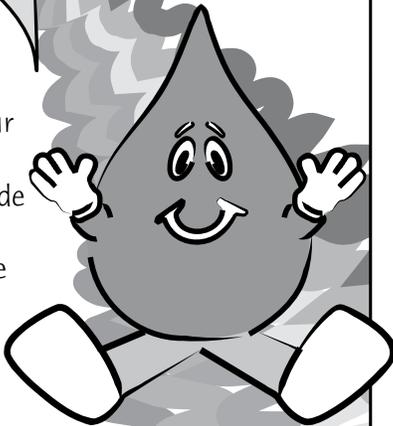
# Water Conservation

# SPRINKLES

Southwest Florida Water Management District



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



Ask students to tell why they think it is important to use less water. Emphasize that there are many ways we can save water. You may also want to introduce the term water conservation. Read the introduction together.

Welcome to *Sprinkles*. As part of the Splash! Water Resources Education program, the Southwest Florida Water Management District (District) offers this water resources newsletter for elementary students. The newsletter is correlated to grades K–2 of the Florida Academic 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 conservation. It includes a rebus, examples of water-saving and water-wasting habits, ways to use less water indoors and outdoors, a Ripply bookmark and a game. Everything included is designed to teach students about water conservation. Let *Sprinkles* make a splash in your classroom today!

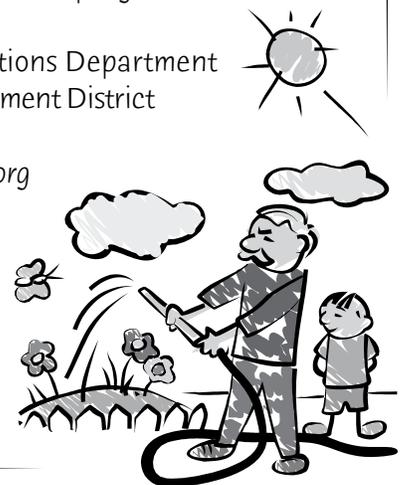
Many other free materials are available from the District and can be ordered online at [WaterMatters.org/Publications](http://WaterMatters.org/Publications). Please contact us if you have any questions or suggestions about our water resources education programs.

Youth Education – Communications Department  
Southwest Florida Water Management District  
1-800-423-1476 (FL only)  
[WaterEducation@WaterMatters.org](mailto:WaterEducation@WaterMatters.org)

Southwest Florida  
Water Management District

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## Teacher's Guide



# Water Wows!

It's fun to learn facts about how we use our water resources. After reading the statement about water usage, ask your students if they think they use as much water outdoors as indoors. Then ask them to list ways of using less water outdoors.



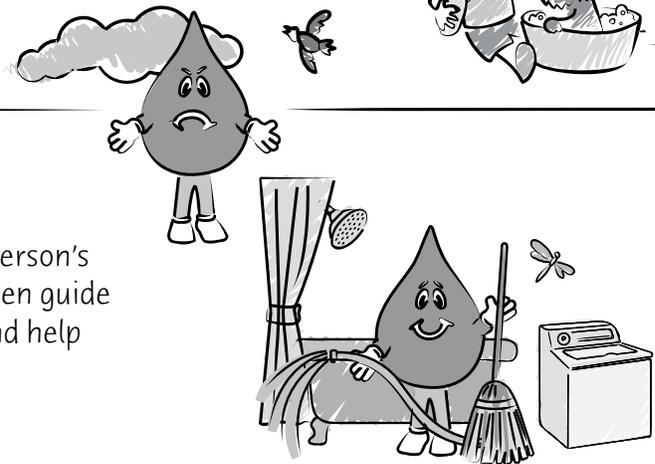
# A Saving Water Rebus

Explain that a rebus is a story that uses pictures in place of some of the words. Discuss with your students how more and more people move to Florida every year. As our population increases, so does the demand for water. Read the story together and discuss effective ways of practicing water conservation.



# Ripply's Moods

Read the introduction together. Discuss how a person's mood can be affected by different situations. Then guide students through the descriptions that follow and help them add to the list.



# Toss a Coin for Water

To prepare students for the game, ask them to share something about water. Some examples might include: "We all need water for life," or "We use water in our homes." Then have students read the directions and play the game. At the end of the activity, note that although coins were thrown into the water drop for the game, it's important to not throw materials into waterways, as they can become a source of pollution and harm wildlife.



# Saving Water Indoors and Outdoors

Ask students to describe ways of saving water inside their homes. Then have them list ways to save water outdoors. Read through the list of activities and decide where water is being saved. Then have them make up additional activities and identify where water is being saved.



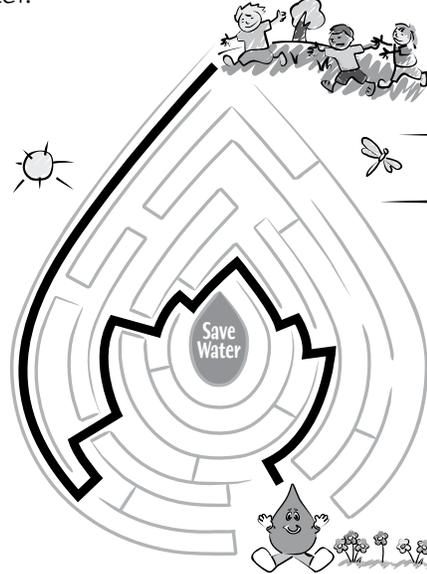
## Water Watcher Activity

Emphasize the importance of protecting our water resources. Help the class create a list of messages about water. Draw a large water drop on the board and write messages inside it. You could also design a large waterdrop bulletin board and have students write their ideas on smaller drops attached to the board. Then have each student make a Ripply bookmark and select a favorite message to write on it. Ask your students to read their messages aloud and encourage them to use their bookmarks with books about water.



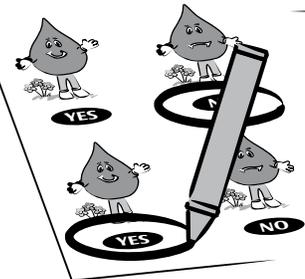
## Water Maze

Ask students to describe the shape of the maze. The maze is designed in the shape of a water drop. Have students trace the correct path in the maze that leads them to Ripply. Then have students share what they learned in this issue of Sprinkles and complete the two statements.



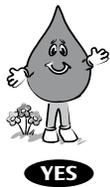
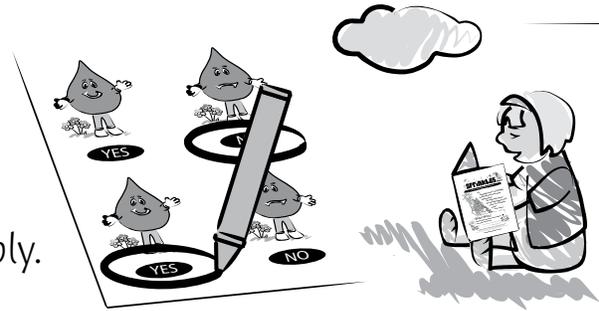
## Sprinkles Quiz

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-No, 5-Yes



# Sprinkles Quiz

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



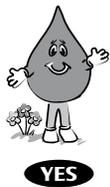
1. Does turning the water off while you are brushing your teeth save water?



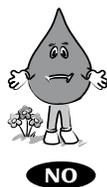
2. Can taking shorter showers save water?



3. Should you use a hose instead of a broom to clean the sidewalks and driveway?



4. Is it good to be a water waster?



5. Are there many ways to save water?

Southwest Florida  
Water Management District

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The Southwest Florida Water Management District (District) does not discriminate on the basis of disability. This nondiscrimination policy involves every aspect of the District's functions, including access to and participation in the District's programs, services and activities. Anyone requiring reasonable accommodation, or who would like information as to the existence and location of accessible services, activities, and facilities, as provided for in the Americans with Disabilities Act, should contact the Human Resources Office Chief, at 2379 Broad St., Brooksville, FL 34604-6899; telephone (352) 796-7211 or 1-800-423-1476 (FL only); or email [ADACoordinator@WaterMatters.org](mailto:ADACoordinator@WaterMatters.org). If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1-800-955-8771 (TDD) or 1-800-955-8770 (Voice). If requested, appropriate auxiliary aids and services will be provided at any public meeting, forum, or event of the District. In the event of a complaint, please follow the grievance procedure located at [WaterMatters.org/ADA](http://WaterMatters.org/ADA).

This document complies with WCAG 2.2 AA standards

Activities in *Sprinkles Water Conservation* address the following Florida State Academic Standards and Florida B.E.S.T. Standards for grades K–2:

## **Florida B.E.S.T. Standards for English Language Arts**

ELA.K.F.1, ELA.1.F.1, ELA.2.F.1: Learning and Applying Foundational Reading Skills (K-2)

ELA.K.R.2, ELA.1.R.2, ELA.2.R.2: Reading Informational Text (K-2)

ELA.K.C.1, ELA.1.C.1, ELA.2.C.1: Communicating Through Writing (K-2)

ELA.K.C.2, ELA.1.C.2, ELA.2.C.2 : Communicating Orally (K-2)

ELA.K.V.1, ELA.1.V.1, ELA.2.V.1: Finding Meaning (K-2)

## **Florida B.E.S.T. Standards for Mathematics**

MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

## **Florida State Academic Standards for Science**

SC.K.L.14.2: Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.1.L.17.1: Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

SC.1.E.6.2: Describe the need for water and how to be safe around water.