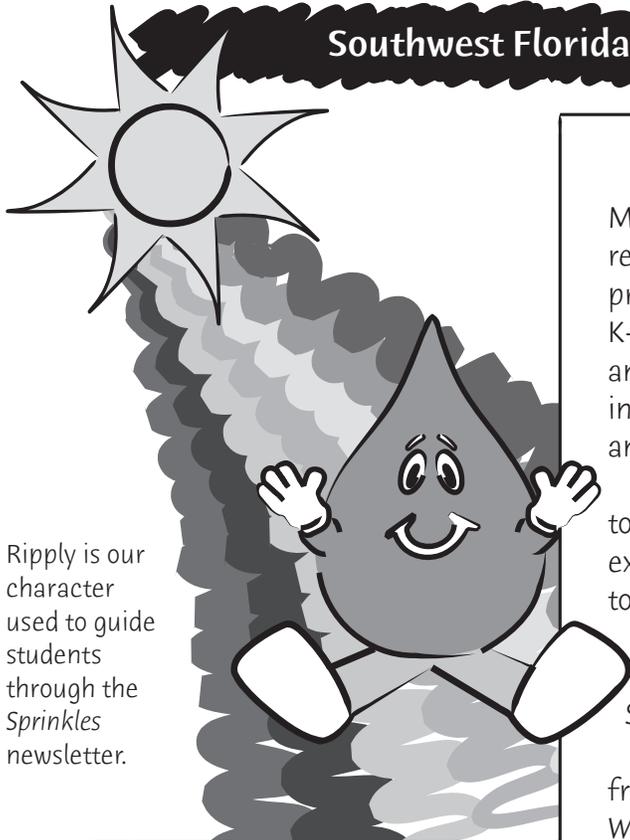


# WATER CONSERVATION

# 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*. 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 Next Generation Sunshine State Standards and the Common Core 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 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 SWFWMD and can be ordered online at [WaterMatters.org/publications/](http://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.

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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.



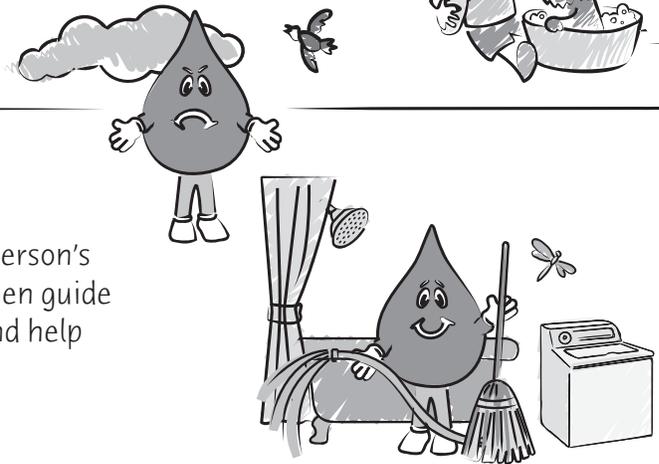
# A Saving Water Rebus

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.



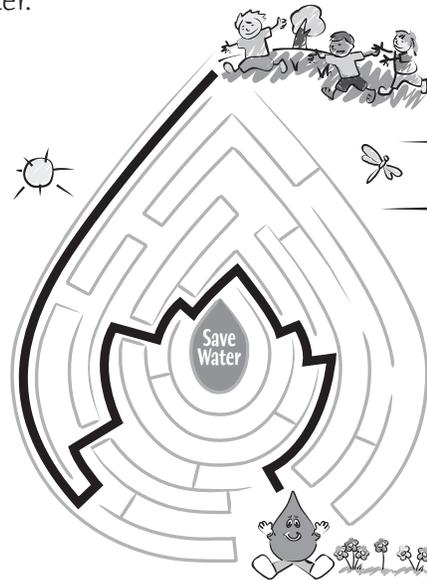
# Saving Water Indoors and Outdoors

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.

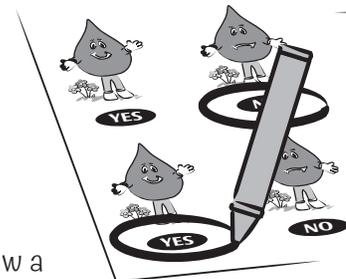


## Water Maze

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.

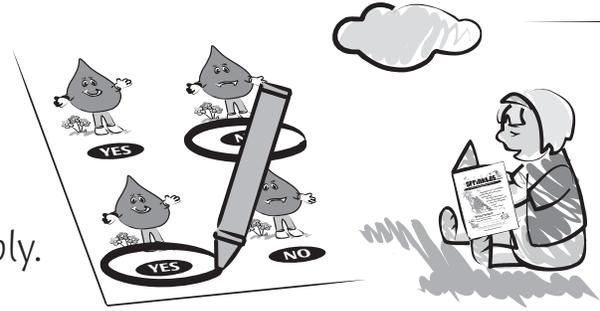
## Sprinkles Quiz

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

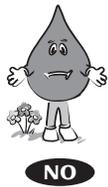
Directions: Listen to each question.  
Then circle "Yes" or "No" under Ripply.



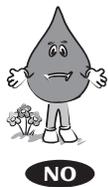
1. Does turning the water off while you are brushing your teeth save water?



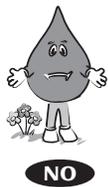
2. Can taking shorter showers save water?



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?

Activities in *Sprinkles Water Conservation* address the following Common Core State Standards and Next Generation Sunshine State Standards for grades K–2:

## Common Core State Standards for English Language Arts

### College and Career Readiness Anchor Standards

#### **Reading: Key Ideas and Details**

- R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (1.RL.1.1\_1.RL.1.2\_1.RL.1.3\_ K.RI.1.1\_1.RI.1.1)
- R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (K.RI.2.4\_1.RI.2.6)

#### **Reading: Craft and Structure**

- R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (K.RL.4.10\_ K.RI.4.10\_ K.RF.4.4\_1.RF.4.4)

#### **Writing: Text Types and Purposes**

- W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (K.W.3.8)

#### **Speaking and Listening: Comprehension and Collaboration**

- SL.CCR.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K.SL.1.2\_1.SL.1.1)
- SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (1.SL.2.5)

## Common Core State Standards for Mathematics

- MP.1: Make sense of problems and persevere in solving them. (1.OA.1.1)

## Next Generation Sunshine State 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.