

**OUR WATER: FRESH WATER WEB GR: PREK-2 (LESSONS 1-3)**

**Elder Quote/Belief:** “The only thing that connects us all is water, and if you’re ever alone all you have to do is put your hands in the water, and your connected all the way around this world.”  
Bill Smith (Valdez/Cordova, Alaska)

**Grade Level:** PreK-2

**Overview:** Fresh water flows all around us, down rivers and streams, mountain springs, through the pipes in our homes. How do we use all this fresh water around us, and where does it go when we are finished using it?

**Standards:**

<i>AK Cultural:</i>	<i>AK Content:</i>	<i>CRCC:</i>
<b>A(4)</b> Culturally- knowledgeable students are well grounded in the cultural heritage and traditions of their community	<b>C (3)</b> Develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformations o mater and energy.	<b>G (7)</b> Students should be knowledgeable about environmental and natural impacts of the area.

**Lesson Goal:** In this lesson students will visit community sources of freshwater and explore how and how much freshwater is used each day.

**Lesson Objective(s):** Students will:

- Create a water web graphic organizer identifying freshwater resources in their community and the importance of fresh water.
- Participate in a “hands on” activity that makes a yarn web from the graphic organizer.
- Draw a picture of how they use freshwater.

**Vocabulary Words:** Sugt’stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Water		meg	giyah
River/Stream	kuit	kuik	Aan
Water container		Mera’un	

**Materials/Resources Needed:**

- Markers
- Large sheet of butcher paper
- Roll of blue yarn
- Drawing paper

- Crayons or color pencils

**Teacher Prep:**

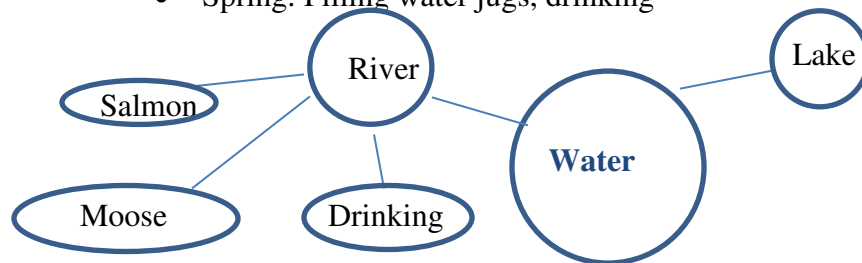
- Invite an Elder or Recognized Expert
- Prepare students to be respectful of guest in classroom
- Locate the needed supplies

**Opening:** Fresh clean water is vital to the health of our communities, animals, fish and foods. Each community in the Chugach Region has different access to fresh clean water. In this lesson we will explore the various areas we can find clean water and connections our community has with “Our Water”.

**Activities:**

**Class I:**

- Invite an Elder or Recognized Expert to share knowledge on where they found clean water, how did they get it, and what were the uses.
- Water Web (Graphic Organizer)
  - On a large sheet of butcher paper or a large white board, draw a large circle labeled ‘Water’ (in blue).
  - Draw three lines coming out of the ‘Water’ circle, that lead to three medium circles. Leave plenty of space for additional circles.
  - Ask students to share ideas of places where they can find ‘fresh water’ (places such as: snow, glacier, river, creek, ocean, lake, pond, water tank, reservoir, springs, and facet).
  - Write the student comments into the medium circles (add more circles as needed).
  - Draw lines from the medium circles to smaller circles (add three small circles for each medium circle).
  - The smaller circles represent who / what uses the clean water listed in the medium circles.
    - Ask the students to share how the water in these circles is used? Examples will be such as;
      - Lake; for animals to drink out of; salmon spawning; swimming; fishing etc.
      - River: for fish to live in, fishing,
      - Spring: Filling water jugs, drinking



**Class II:**

- Yarn web. Using a roll of blue (representing water) yarn.
  - Ask students stand in a circle.
  - Start with one student holding the end of yarn ball and saying one word from the Water web circles. Student will then pass (with teacher assist) to a student across the circle, continue this process until all the students are holding a portion of the yarn.
- The yarn web can visually show students how the water in our communities is connected to the health of foods, fish, animals, the ocean and people.

**Class III:**

- Review and reflect with students on what they previously learned about water.
- Ask the students to apply what they learned from the activities and draw a picture about how important water is to them and how they use fresh clean water.

**Assessment:**

- Student can name two places to find fresh water in their community.
- Student completes drawing of the importance of water and/or how they use fresh clean water.