

# Aqua Words

## Skill: Language Arts

### Objectives

Students will:

- Describe a variety of ways and reasons why water is important to people and wildlife.
- Brainstorm water words, make word trees with those words and finally write poetic statements about water.

### Background

Water is central to all life and life activities. Plants and animals must have water to survive. Water represents about 75% of a person's body weight and covers nearly 75% of the earth's surface. Nearly everything on earth can be directly or indirectly traced to a connection with water. Rocks channel water into streams, streams and rivers carry water across the land. Ponds, lakes, marshes and swamps often hold water in place. Trees draw water from the soil and transport it up into the leaves and out again into the air. Clouds are airborne carriers of water across the sky.

Wildlife needs water for survival. The water must be clean, free of toxic contamination. Humans use water for many purposes other than drinking. Care must be taken to protect water quality.

Water is a source of beauty and recreation. It is the basis of a massive planetary transportation system. Water grows our food, cools our cars, and is one of the first things on the list of substances the astronauts take into space. The driest desert has water -- and there are about 320,000,000 cubic miles of water in the oceans. The tiny plants that live in the earth's oceans -- phytoplankton -- produce one-third or more of our oxygen, a gas vital to vertebrate respiration.

The major purpose of this activity is for students to increase their appreciation of the importance of water.

### Read and Discuss Background and Vocabulary

#### Procedure

Optional: Have the students bring in photographs from magazines that show water. Ask them to look especially for pictures that show how living things depend upon water. Display these photographs and use them as a basis for discussion.

- Ask students to think about some of the ways they have used water that day. The pictures (if collected) may be used to get them started. Emphasize how all living things are ultimately connected to water. Water is important. All life depends upon water in some way.

### Vocabulary

- central
- survive
- connection
- channel
- marsh
- swamp
- transport
- airborne
- toxic
- contamination
- massive
- planetary
- system
- substance
- astronaut
- cubic
- phytoplankton
- vertebrate
- respiration

### Materials

- Writing materials (markers and colored construction paper)
- Butcher paper and marker or large chalkboard and chalk
- Scissors



# Aqua Words

## P.A.S.S.

### 4th Grade

- Read 1.1, 3.1b
- Write 1.1, 5 2.2
- Oral 1.2, 3.3
- Visual 3.0

### 5th Grade

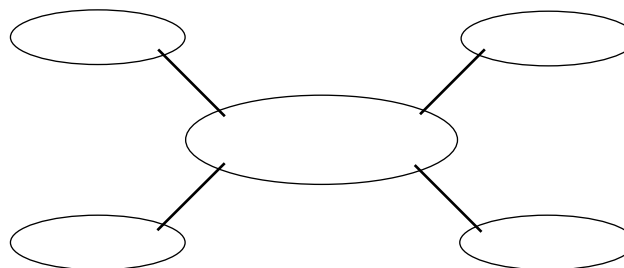
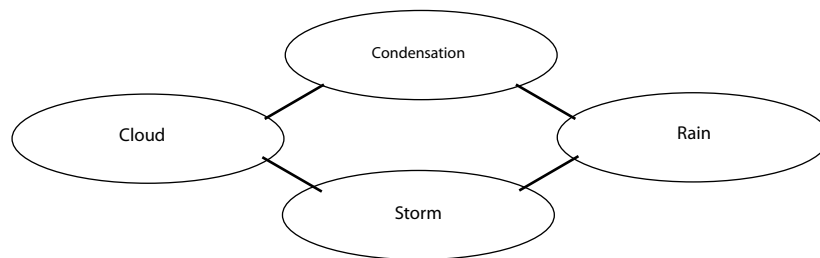
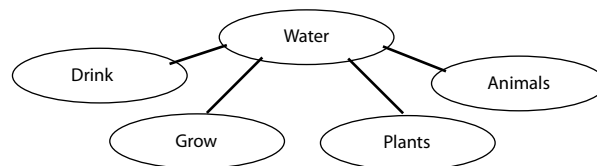
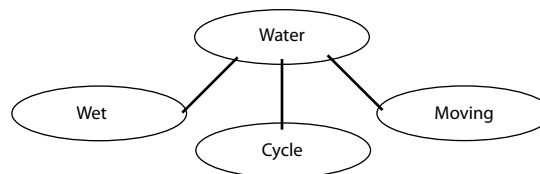
- Read 1.1a, 3.1b
- Write 1.2, 2.1, 3
- Oral 1.2, 3.2
- Visual 3.0

### 6th Grade

- Read 1.1a, 3.1b
- Write 2.7
- Oral 1.2, 2.3
- Visual 3.0

- Using a long strip of butcher paper or spacious empty chalkboard for re-cording, ask the students to list at least 100 words that have something to do with water. Ask them to think of words about water, including its importance to people and wildlife. Keep students stretching into new areas by suggesting examples and categories of ideas if they get bogged down. Note: For younger students, use pictures or a combination of words and pictures.

- Using the list of words that were recorded, ask the students to create word trees of water-related words. Begin with a simple word tree such as the ones shown in illustration No. 1.



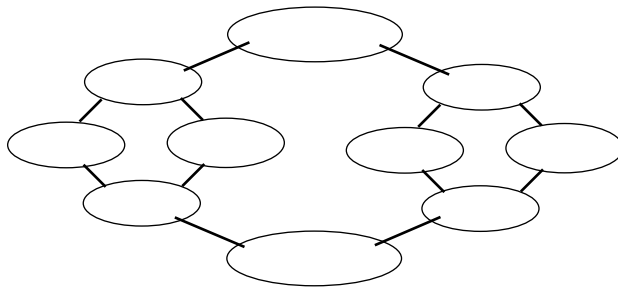
No. 1 Simple word trees



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NOTE: You could give them this example for a start if they need it.

Finally, if possible, ask the students to create even more complex word trees as shown in illustration No. 2.



No. 2 Complex word trees

- When students have finished several word trees, have them look at what they have done and create one or two poetic definitions of water or water-related concepts. These could begin: "water..." or "Water is . . ." For example, using the word tree condensation - cloud - rain - storm, you might get:

"Water is gray clouds condensing into a loud summer storm."

If not definitions, the students could simply create sentences or even paragraphs about water.

- When students have completed their poetic statements, have them write them on various shades of blue, aqua, gray, white, and green construction paper cut to graphically fit the feeling of their idea. Arrange these cut outs on a wall or window in an aesthetic fashion. Note: Some students have arranged them in the shape of a stream, river, pond, lake, or ocean. Others have formed the water cycle from their words and images. Some simply have written each of their words on a piece of paper shaped like a water drop.

## Discussion and Evaluation

Tell three ways you use water.

Tell how plants use water.

Tell how animals use water.

Why is water important?

## Class Extension

Create a class book with each student's page included. Students write their poetic definition at the bottom of the page and then illustrate their idea -- for example, with water colors -- at the top of the page.

Save student's poems for your class issue of Oklahoma Aqua Times.

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