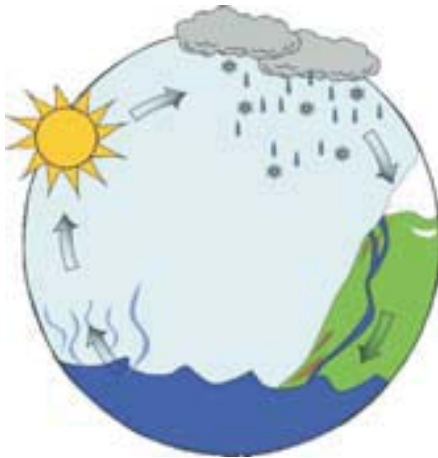


UNIT-3

Water, Water, Everywhere

ACTIVITY - 1



This unit is about the water that is necessary for life on our planet. Look at the picture. Write the names of as many objects as you can.

What is happening to the water in the picture?

ACTIVITY-2

Water Boy– Part 1

Vijay liked to play with water. He liked to play with water in many ways:

- He liked to fill up a big tub with water and play with his toy boat in there.
- He liked to make big mud puddles in the garden and pretend it was a lake.
- He liked to open the hose and splash his friends when they walked by.

His mother told him many times not to waste water, but he did not listen.

One day his mother decided to take him with her to visit her brother. Vijay's uncle stayed in a small village. Vijay was very happy to go because he would be able to play with his cousins.

Vijay and his mother arrived at his uncle's place late at night and Vijay went off to sleep. Suddenly, in the middle of the night, Vijay woke up. There was a lot of noise outside his room. Vijay could not understand why so many people were awake at night, but he was very tired. Very soon, he fell back to sleep.

ACTIVITY-3

What characters have been mentioned in the story so far?

While Vijay was sleeping, something happened to wake up the other people in the house. What do you imagine might have happened?

Ask your classmates what they think might have happened in the house. Write down the idea of your classmate that you find most interesting.

ACTIVITY - 4



Water Boy– Part 2

The next morning, Vijay got up and went to the bathroom. When he opened the tap, there was no water. He looked around and found water stored in many buckets. He was surprised and asked his cousin about it.

His cousin, Rajesh, explained that there was no water anywhere. It had not rained for a couple of years and all the lakes had dried up. They had to depend on some water that came from one tap and they had to keep awake to see that they did not miss it as it could come any day and any time!

Last night, luckily the water had come, but it might be days before it came again. Till then, they would have to only use the water they had collected in the night. Rajesh told Vijay to be careful and not to waste water.

If the family ran out of water, they would have to buy water from someone else, and it was very expensive.

Rajesh gave Vijay some examples of ways to use water wisely:

- He gave Vijay a glass of water and told him to use it for brushing his teeth.
- He told Vijay to take a bath with a very small amount of water in a bucket.
- He told Vijay to save the water used for washing his clothes so it could be used again later.

Vijay was surprised – he had never imagined that there could be a place where water was so scarce. His cousin laughed at Vijay and said, “Vijay, you use too much water every day. Soon there will be less rain, and you may have the same problems that we are facing now. You should learn to save water.”

Water is so important to people that it has inspired art, songs, and poems. Here is a poem about water by Mary Oliver. Mary Oliver is a well-known American poet who loves water. She lives near the ocean and writes many simple, but beautiful poems, about the nature around her. She writes about shore birds, water snakes, humpback whales, the ponds, and the harbour where she likes to take long walks.

ACTIVITY - 5



Vijay is carrying water. Imagine what Vijay will do with the water. Do you imagine him wasting water or using it wisely? Write one sentence describing what Vijay will do with the water.

Vijay will

Does your sentence describe Vijay using water wisely or wastefully?



Read your sentence to the class. Listen to classmates read their sentences. **Keep count of how many sentences describe Vijay using water wisely and how many sentences describe Vijay using water wastefully.**

Number of Sentences with a Wise Use of Water	Number of Sentences with a Wasteful Use of Water

Look at your count. Did your class imagine more wise uses of water or more wasteful uses of water?

What was one example of a wise use of water that one of your classmates imagined?

What is the name of your classmate who imagined this example?

What was one example of a wasteful use of water that one of your classmates imagined?

What is the name of your classmate who imagined this example?

Put your ideas and the answers to these questions in the paragraph below to help you describe the results of this activity for your class. Read your paragraph out a loud to a classmate.

In my class, more students described _____ ways of using water than _____ ways. My classmate, named _____, gave an example of a wise use of water: _____. My classmate, named _____, gave an example of a wasteful use of water: _____. I described a _____ use of was _____.

ACTIVITY - 6

At Blackwater Pond Mary Oliver

At Blackwater Pond the tossed waters have
settled
after a night of rain.
I dip my cupped hands. I drink
a long time. It tastes
like stone, leaves, fire. It falls cold
into my body, waking the bones. I hear them
deep inside me, whispering
oh what is that beautiful thing
that just happened?



ACTIVITY - 7

Look carefully at Oliver's poem, "At Blackwater Pond", to answer these questions:

The title, "At Blackwater Pond", tells us that the poet is "at" a certain place. **Use "at" to write a sentence telling where you are now.**

The poem says, I dip my cupped hands.
 I drink a long time.
 It tastes like stone, leaves, fire.
What tastes like stone, leaves, and fire?

The poem says, It falls cold
 into my body, waking the bones. I hear them
 deep inside me, whispering
 What *wakes up* in the poem and what do they
 say when they wake up?

Full stops (periods) and question marks tell us when we are at the end of a sentence. How many sentences does *At Blackwater Pond* have?

Commas tell us when a sentence has more than one part. Which sentences in the poem have more than one part?



ACTIVITY - 8

Oliver could have ended each line at the end of a sentence like this:

At Blackwater Pond the tossed waters have settled after
a night of rain.

I dip my cupped hands.

I drink a long time.

It tastes like stone, leaves, fire.

It falls cold into my body, waking the bones.

I hear them deep inside me, whispering oh what is that
beautiful thing that just happened?

Notice how the sentences differ. Some sentences are long, some are short, some sentences have more than one part, and one sentence is a question. The different kinds of sentences in Oliver's poem make it more interesting. Work with your group to write a poem about a place that uses sentences like Oliver's.

At _____

At _____
_____.
_____.
_____.
_____.
_____?

Share your poem with your classmates.

ACTIVITY - 9

Water, Water, Everywhere

How much water is there on Earth? There's a lot! Something like 1,260,000,000,000,000,000 litres can be found on our planet. This water is in a constant cycle-- it evaporates from the ocean, travels through the air, rains down on the land, and then flows back to the ocean.

The oceans are HUGE! Most of the earth is covered in oceans. Ninety-eight per cent of the water on the planet is in the oceans, and therefore is un-drinkable because of the salt. Only about 2 per cent of the planet's water is fresh, but 1.6 per cent of the planet's fresh water is locked up in polar ice caps and glaciers. Another 0.36 per cent is underground in wells. Only about 0.036 per cent of the planet's total water supply is found in fresh lakes and rivers. The small percentage in lakes and rivers is still many trillions of litres, but it's a very small amount compared to all the water in the whole world.

The rest of the water on the planet, .004% is either floating in the air as clouds and water vapour, or is locked up in plants and animals. Did you know that *your body* is 65 per cent water? That means if you weigh 30 kilograms, 19.5 kilogram of you is water!

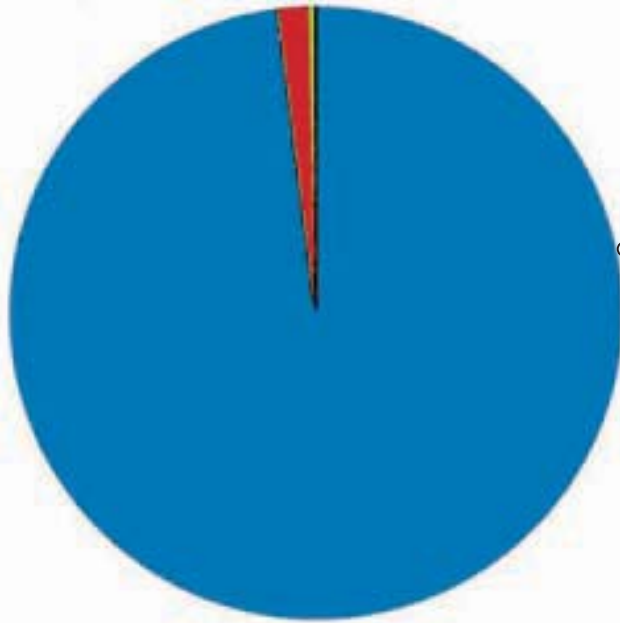
ACTIVITY - 10

The text, "Water, Water, Everywhere," has a lot of numbers! Sometimes numbers are easier to understand in graphs or charts. A pie chart is a circle divided into parts, like a pizza pie. How many parts does the pizza have? Which part shows one half of the pizza?



Pie charts show the size of each part of the whole pie. How many parts does the pie chart below have? *Notice two of the parts are very, very small!*

Read *Water, Water, Everywhere* carefully and show your understanding by matching the places in the pie chart with the correct colours.



Where's the water?

Match the chart colour with its place.
One is done for you.

- Underground
- Lake & Rivers
- Oceans
- Polar Ice Caps
- People, Animals, Plants

Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on water and other topics you've read about in your textbook. You may visit the textbook website, www.onlinetextbook.info, for more activities related to water, and you can post things you've learned there, too. There is always something new to learn!

Remember throughout these units that the best answers are all the different original ideas that your students can imagine! If children imagine many interesting things that might have happened to wake Vijay, for instance, you may wish to extend the activity by letting them write a new story of their own about Vijay and what happened that night.

Traditionally, poems have been either treated as stories where students learn facts about the poem or as something to be enjoyed without further explanation, but poetry is a very exacting use of language and will be better appreciated when students look carefully at the language the poet has carefully crafted. Remember to focus on helping students notice this language. Avoid translating. Help students to discuss vocabulary first with other students to help them understand new words. The language task is designed to encourage students to notice the form of the poem on their own. Avoid answering the questions as though they were facts to be learned. Instead, direct students to focus on the text in order to answer on their own.