

# LESSON FOUR

  

# WATER



## **Objective/Goal:**

Children will understand that all beings that live on Mother Earth depend on the water to survive. Children will learn fundamental concepts about water conservation and about the creation of water.

## **Setting the stage for learning**

Play music while gathering the students for Circle Time. Tell the children a story about the origin of water. Extending learning through water play can be achieved through all classroom areas. Materials may include: water table for sinking and floating items, wash basin in housekeeping for cleaning, water bottles in science area for mixing, spray bottles for spray painting.

## **Storytelling**

A fire story from the California region will be used as an example for this lesson. Bruchac, Joseph & Caduto, Michael. "How Thunder and Earthquake Made Ocean" Native American Stories. Golden, CO: Fulcrum Publishing, 1991. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

# "How Thunder and Earthquake Made Ocean"

*Thunder lived in Sumig. One day he said, "How shall the people live if there is just prairie there? Let us place the ocean there." He said to Earthquake, "I want to have water there, there so that the people may live. Otherwise they will have nothing to live on." He said to Earthquake, "What do you think?"*

*Earthquake thought. "That is true," he said. "There should be water there. Far off I see it. I see the water. It is at Opis. There are salmon there and water."*

*"Go," said Thunder. "Go with Kingfisher, the one who sits there by the water. Go and get water at Opis. Get the water that is to come here."*

*Then the two of them went. Kingfisher and Earthquake went to see the water. They went to get the water at Opis."*

*Then the two of them went. Kingfisher and Earthquake went to see the water. They went to get the water at Opis. They had two abalone shells that Thunder had given to them. "Take these shells," Thunder had said. "Collect the water in them."*

*First Kingfisher and Earthquake went to the north end of the world. There Earthquake looked around. "This will be easy," he said. "It will be easy for me to sink this land." Then Earthquake ran around. He ran around and the ground sank. It sank there at the north end of the world.*

*Then Kingfisher and Earthquake started for Opis. They went to the place at the end of the water. They made the ground sink behind them as they went. At Opis they saw all kinds of seals and salmon. They saw all the kinds of animals and fish that could be eaten there in the water at Opis. Then they took water in the abalone shells.*

*"Now we will go to the south end of the world," said Earthquake. "We will go there and look at the water. Thunder, who is at Sumig, will help us by breaking down the trees. The water will extend all the way to the south end of the world. There will be salmon and fish of all kinds and seals in the water."*

*Now Kingfisher and Earthquake came back to Sumig. They saw that Thunder had broken down the trees. Together the three of them went north. As they went together they kept*

*sinking the ground. The Earth quaked and quaked and water flowed over it as Kingfisher and Earthquake poured it from their abalone shells. Kingfisher emptied his shell and it filled the ocean halfway to the north end of the world. Earthquake emptied his shell and it filled the ocean the rest of the way.*

*As they filled in the ocean, the creatures which would be food swarmed into the water. The seals came as if they were thrown in in handfuls. Into the water they came, swimming toward shore. Earthquake sank the land deeper to make gullies and the whales came swimming through the gullies where the water was deep enough for them to travel. The salmon came running through the water.*

*Now all the land animals, the deer and elk, the foxes and mink, the bear and others had gone inland. Now the water creatures were there. Now Thunder and Kingfisher and Earthquake looked at the ocean. "This is enough," they said. "Now the people will have enough to live on. Everything that is needed is in the water."*

*So it is that the prairie became ocean. It is so because Thunder wished it so. It is so because Earthquake wished it so. All kinds of creatures are in the ocean before us because Thunder and Earthquake wished the people to live.*

# Lesson Four: Water

## Plans and Procedures



### Circle Time Questions

- What is Thunder?
- What is an Earthquake?
- Why did Thunder and Earthquake want water on the prairie?
- Why is water important for things that are alive?
- What kinds of things need water to live?
- How did Thunder and Earthquake get the water to the prairie?
- What is an ocean?
- What kinds of animals live in the ocean?
- What is water pollution?
- How often do you drink water?
- How do you think polluted water would taste?

### Mother Earth and Creation Mural

Talk with the children about how the top of a calm body of water gleams. Provide children with circular pieces of thick construction paper about 8 inches in diameter. Assist the children in pouring about 2 tablespoons of white corn syrup onto the paper. Children can use blue food coloring or powder tempera paint to add to the corn syrup. Using a toothpick have the children spread the syrup out on the paper while mixing the blue paint in. Let the projects dry overnight and add the blue and shiny “pieces of water” to the creation mural.

## Nature Walk

Take the children to a nearby pond or creek. Take a used clear pop bottle along. Walk around the bank of the water to examine any plant, animal or insect life that is present. Talk to the children about what kinds of fish may live in the water. Take a sample of the water to explore in the classroom. Fill another bottle with tap water and place the two water samples near each other in the classroom. Use for future classroom discussions. Another container could be used to fill with water, dirt, rock, gravel and sand. The mixture settles in layers if left still and can be mixed by shaking the container.

## Music and Movement

Play a tape with the natural sounds of water or waves. Place a blue crayon and a piece of light blue paper in front of each child. Talk to the children about the constant rhythm of the waves. Ask them to close their eyes and listen to the calming sounds of water. Tell the children they can use their crayon to draw or color a picture of the water they are listening to but must keep their eyes closed while they draw.

## Vocabulary

|          |   |            |
|----------|---|------------|
| Blue     | - | to         |
| Water    | - | mni        |
| Three    | - | yamni      |
| Generous | - | wacintanka |
| Thunder  | - | wakinya    |
| Deer     | - | tahca      |

## **NOTES FOR LESSON PLANNING:**