

<b>Lesson Plan Name: Aqua Words</b>	
<b>Student name</b>	Katie Basey
<b>Summary of lesson</b>	Students brainstorm water words, make word trees with those words, and write poetic statements about water.
<b>Setting</b>	Inside or outside, preferably outside at benches or picnic tables for easy writing
<b>Season</b>	Any season
<b>Activity Length (5-10 minutes)</b>	10 minutes
<b>Type of program</b>	Introductory lesson to a unit on water at a school
<b>Audience and Number of Participants</b>	One Kindergarten class (about 20-30 students) and their 3 teachers/chaperones
<b>Grade or Grade Band</b>	Kindergarten
<b>ONE Academic Standard for the above grade or grade band</b>	<p>Indiana Academic Standards for Fine Arts 2017  Visual Arts - Creating 2.3 Kindergarten: <u>Create</u> art that represents natural and constructed environments.  This lesson plan partially fulfills the standard.  In this activity, students create art that represents natural environments. A potential modification to complete the standard fully would be to have students draw ways that humans use water rather than just water environments focusing on organisms' interactions with water. For example, "draw one way that you used water today" and the student may draw a running sink, running shower, water bottle, glass of water, etc.  To fulfill this standard more fully, a follow-up activity in which students draw a variety of natural and constructed environments could be added.</p>
<b><u><a href="#">Alignment with ONE Indiana Environmental Literacy Guideline Strand</a></u></b>	Indiana Environmental Literacy Guidelines Strand 2. Knowledge of Environmental Processes and Systems
<b>Objectives – one-two objectives</b>	Students will describe a variety of ways and reasons that water is important to people and wildlife.

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<b>Materials – detailed list</b>	Paper, one piece per person Pencils, one per person Colored pencils or markers, several packages or one set per person Hand sanitizer
<b>Advance Prep (if any)</b>	Send a reminder email to students and ask them to bring paper and a writing utensil Have spare paper and writing utensils in case students forget theirs
<b>Activity Outline and Details</b>	
<p>1:50-1:52 Gather the students at the picnic tables and instruct them to sit where they can see and hear you, keeping safe COVID distancing in mind. Have students take out their paper and writing utensils and hand out colored pencils/markers if available. As students are getting out their supplies, give a brief introduction to the activity. For example, “Today, we will learn a bit about the importance of water. When you think of water habitats, what comes to mind? Fish swimming in a pond? Or deer stopping for a drink at a stream?” Then, have students draw pictures of water habitats with a particular focus on showing how organisms depend on water. Have students briefly consider how they have used water today (while they finish up their drawings if necessary)</p> <p>1:52-1:54 The instructor or student volunteer writes 40 words suggested by students related to water, including words that relate to the importance of water to people and wildlife. Suggest examples or categories of ideas to help if students get stuck.</p> <p>1:54-1:57 Ask students to create several word trees using the list of water-related words.</p> <p>1:57-1:59 Have students write a short poem starting with “Water...” or “Water is...” using words from one of their word trees.</p> <p>1:59-2:00 Ask students to explain verbally why water is important.</p> <p><b>Assessment:</b> Have students explain why water is important.</p>	
<b>TWO Suggested modifications for poor weather or participants of differing abilities or for COVID</b>	<ol style="list-style-type: none"> <li>1. In case of precipitation or very cold temperatures, we will go inside and do this activity in the classroom instead.</li> <li>2. If another COVID surge forces us to cancel our in-person meeting, we will offer a virtual program over Zoom instead.</li> </ol>
<b>This lesson was adapted from this Aquatic WILD activity (name and page number).</b>	Adapted from Aquatic WILD’s Aqua Words p. 69-71.

*This lesson plan was an assignment for the course Field Techniques in Environmental Education, Indiana University - Bloomington*

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