

Vision Empower & XRCVC

Teacher Instruction KIT

Water

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 3. Water

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To identify the use of water in daily life.

Prerequisite Concept:

Prior knowledge about various uses of water.

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Water is essential for all of us. It is a colourless, odourless and tasteless liquid. Animals and plants also need water. Plants absorb water from the soil through roots. Some plants like lotus and water lily live in water only. Many plants and animals live in water. We need water for drinking, washing, bathing, cooking and for travelling by sea. In our homes, we get water from taps through pipes. We store water in buckets, drums and pitchers. Sources of water are hand pumps, rain water, well water, river water and water tank. [\(1\)](#)

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: What is in the glass? *

Materials required: One or two glasses of water filled half

Prerequisites: NA

Activity flow:

Pass around the glasses and ask children to tell what it is. Children may easily realise that it is water. Ask them how they come to know if it's water. Does it have any smell?

Instruct them to take a sip of water from their bottle. Ask them if the water has any taste?

Inform that the water has no smell, no taste and also it has no colour. It is a liquid, which means that it has no fixed shape like the table or a chair.

Activity 2: Story of a boy who is afraid of water*

Reference link [\(2\)](#)

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story,

Once upon a time, in a small town called Badami located in Karnataka, there lived a young boy called Ramesh. Ramesh wasn't just any boy, he was a special boy. He was the only kid in town who was afraid of water. At swimming lessons, other boys teased him for his fear of water and even the elders laughed at him.

He would feel pretty miserable, until one day, something totally unexpected happened. As he was walking in the park observing the landscape, he heard a little fish jumping up and down the lake close to the park. It was shouting his name, "Ramesh! Ramesh!" Ramesh felt confused. At first, he thought he was dreaming but after pinching himself twice, he realised that the fish was actually talking to him. He sat down beside the lake and they both chatted for a while and soon, they became friends. Every day, Ramesh would visit his friend and they would discuss different things. Every time they talked, the fish would ask Ramesh the same question, "Are you going to try to get in the water?" And every time Ramesh would say "No".

Finally, one day, Ramesh was ready to face his fear. He showed up at the lake with his brand new bathing suit. He decided to give it a try. But as he was about to dive, he panicked and fell in the water! The fish cried for help and Ramesh's friends pulled him out of the lake. The next day, Ramesh shouted from the park and delivered some bad news to the fish, "We cannot be friends anymore as I am scared to come even close to the water. I am sorry." But one day, at 6 o'clock in the evening, as Ramesh walked through the park, he noticed that a fisherman had caught some fish from the lake. Ramesh realised that his friend was also caught by the fisherman. He did not know what to do. He wanted to save his friend but he was too afraid to go into the water but he cannot afford to lose his only friend. He gathered courage and jumped into the water. He swam like a crazy person but somehow managed to pull out his friend from the fisherman's net and place him back into the water. Since then, Ramesh and the fish would swim in water every day and his friends never laughed at him as he was the best swimmer in town.

- Have a general discussion about the story keeping the focus on water and lake. For example, what is a lake, where was the lake, who lived in the lake, what were the fishermen doing in the lake and so on.

1.1 CONCEPT GENERATION ACTIVITY

USES OF WATER

Activity 3: Identify the daily uses of water *

Materials required: One healthy plant and/or one dry plant

Prerequisites: NA

Activity flow:

Ask children that when they feel very thirsty, what do they do?

Apart from drinking, what else do we use the water for? Allow children to think and share their knowledge on this. (They may say bathing, brushing, washing and so on.)

How do we use water in our home?

We use water for

- brushing our teeth
- bathing
- washing and cleaning things in our house
- watering plants
- cooking food

Have a discussion about the various uses of water in day-to-day life at home.

Apart from people, who else needs water? Discuss that even animals and plants also need water for their survival.

Pass around the dry plant and instruct children to touch and understand how the leaves and stems feel like when compared to a healthy living plant.

Ask children how water is used in the school.

Summarise the responses by saying – In school, water is used for drinking, to clean the toilet, flushing, to water the plants and to cook food in the canteen.

Apart from school and house, which are the other places where water is used?

Summarise by saying – water is used

- to construct buildings and houses
- to grow crops in the field
- to wash vehicles like cars, trucks, buses
- to bathe animals like cows, donkeys, dogs and elephants

Activity 4: Group game

Materials required: 3 paper cups or steel glasses, 3 bottles of water, one empty bucket

Prerequisites: NA

Activity flow:

Divide the class into 3 groups. Make them sit in 3 separate lines one behind the other. Give the first player a cupful of water. They pass it on to the next kid. The second kid must then pass it over to the third and so on until the final kid who dumps the water into an empty bucket. Then pass the empty cup of water back up to the front. The teacher fills it with water again. Repeat this 5-6 times. The team who empties the bottle first without spilling the water wins.

SOURCES OF WATER

Activity 5: Learn about different sources of water *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Begin the discussion by asking how does water come into our taps? Where does it come from? Encourage children to share their own thoughts.

Discuss that water comes through pipes fitted with the taps. The water in the tap is supplied either from the river or underground borewell. Sometimes, water is supplied by the water tanker vehicles, which collect water from different places.

Where do rivers, ponds and lakes get water from? They get filled up when it rains. Thus, we get water from water bodies like rivers, ponds, lakes, borewells or wells. The borewell and well water is the underground water.

Has anyone in the class been to a sea? Explain that a sea is a very large water body which has plenty of water. What does the water in the sea taste like? It tastes salty. Hence, it cannot be used for drinking, bathing or washing clothes.

Explain in detail about each based on the level of understanding of children. For example,

1. Well – A well has underground water. The water is very deep inside. In order to protect ourselves from falling into the well, a round brick wall is built around the hole of the well. People can fetch water from the well by tying their bucket with a very long rope and pulling water from there using a pulley.
2. Lake - A lake is a large body of stagnant water. It is generally bigger than a pond.

3. River/Stream - A river and stream are flowing water. A stream is narrower and smaller as compared to a river. Mostly the river water is flowing water, the sound of which can be heard from a distance.
4. Sea – A huge body of salty water surrounded by land on at least one side. There are waves which can be heard or felt on our feet if we stand close to a sea.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Help children build awareness regarding saving water. Ask them to think and answer about what will happen if after brushing our teeth, we leave the tap open?

What will happen if we keep wasting water?

Do you think water is important for us? Do you think we need to save it? How can we do it? Take the discussion towards why it is necessary for us to save water and then discuss how we can do it. For example, we need to save water because water is available in a very limited quantity on our planet and we will not get any water on our taps if we keep wasting it, we can save water by not wasting it and use only as much as needed.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Game – 'In the pond and on the bank'

Materials Required: NA

Prerequisites: NA

Activity Flow:

Help all the children stand in a circle by holding each other's hand. One participant should name a work people do every day (example, brooming or mopping). If water is used to do that work, then children should jump inside the circle once. If water is not used to do that work then the children should jump out of the circle. Play the game until all the children are familiar and comfortable with the game.

Activity 7: Song and Poem

Reference link [\(3\)](#)

Materials Required: Sound system for playing the song

Prerequisites: NA

Activity Flow:

Play the water song from the link given above.

Alternatively, recite the poem and encourage children to repeat the same.

I need water, I need water

For drinking, cooking and bathing too.

I need water, I need water

For building, farming and sailing too.

I need water, I need water

For plants and animals, me and you

Teaching Tips

If there are any additional teaching tips then utilize this section to mention them.

References

(1) About water -

<http://www.teachlearnweb.com/study-material/cbse/class-1/science/water/uses-of-water/1-152>

[2] Story - <https://www.storyjumper.com/book/index/13290612/Ethan-Wilson#page/>

(3) Water song - <https://www.youtube.com/watch?v=gguhAVH-BU8>

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in

class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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