

## Lesson 26

# Water Preserves

How much water do we use?  
How can we conserve water?

**GOAL** To understand that water is a finite resource to be conserved

**OBJECTIVES** Students will:

- ✓ count how many cups of water it takes to wash hands
- ✓ estimate how many cups of water are used in water activities

**MATERIALS** large plastic bucket, worksheet, pencils, clipboards (optional)

### CORE CURRICULUM CONTENT STANDARDS

- Math 1(1-6), 2(2,3), 3(1-4)
- Science 1(3), 8(7,8), 14(5,7,8)

**VOCABULARY** conservation, estimate

### PROCEDURES

1. Begin activity with students discussing water conservation strategies. Have one student wash his hands as they normally would. Have a bucket collecting water as student washes hands. After washing hands, count how many cups of water was used.
2. Writes other activities that use water. Have students estimate or guess how much water Americans use each day for particular activities. Distribute worksheets to students so they can record answers. Have students work in groups to calculate answers.
3. The amounts used are as follows:
  - a. washing/showering – 865 cups
  - b. toilet flushing – 769 cups
  - c. running washing machine – 545
  - d. doing dishes – 449
  - e. cooking/drinking – 321
  - f. gardening/washing car - 256
4. Have students brainstorm ways of reducing water usage and try it that week. Have them retain a log of their activities.
5. Have students create posters to place in classroom on using less water.

### GLOSSARY

**conservation** - preservation or restoration from loss, damage or neglect

**estimate** - a tentative evaluation or rough calculation, as of worth, quantity, or size

NAME \_\_\_\_\_

How many cups of water each day do you use?

1. washing/showering \_\_\_\_\_
2. toilet flushing \_\_\_\_\_
3. running washer \_\_\_\_\_
4. doing dishes \_\_\_\_\_
5. cooking/drinking \_\_\_\_\_
6. gardening/washing car \_\_\_\_\_