

# Foundation Lesson 2 Water Bingo

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## Learning objectives

Students will be able to:

- identify and classify sounds associated with water use.
- identify the various ways water is used in the house.
- identify how to use water efficiently in the house.

## Learning outcomes

Subject	Strand & content descriptors
Science	Science inquiry skills <ul style="list-style-type: none"><li>• Respond to questions about familiar objects and events. (ACSIS014)</li><li>• Explore and make observations by using the senses. (ACSIS011)</li></ul>
English	Literacy <ul style="list-style-type: none"><li>• Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. (ACELY1646)</li><li>• Deliver short oral presentations to peers. (ACELY1647)</li><li>• Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge. (ACELY1651)</li><li>• Construct texts using software including word processing programs. (ACELY1654)</li></ul>

## Important questions

- How do I use water at home?
- What different tasks does water help us to complete?

## Background information

Water is vital to life. It not only replenishes our bodies and cleans our houses it is required for a multitude of purposes in manufacturing, recreation, energy production and growing food.

This lesson uses recorded sounds to expand student's knowledge of common uses of water in the home. How we use water in the home is an important foundation for our attitude to and use of water at school and in other environments. A number of domestic water use behaviours can consume significant quantities of water if done so inefficiently or thoughtlessly. For example, a dripping tap could waste up to 50 litres of water a day, while reducing shower time by two minutes could save over 30 litres of water per shower.

Many households have adopted technologies, such as the use of rainwater tanks; low flow shower roses and water efficient appliances, as well behaviours such as shorter showers and reusing water. These actions have helped to conserve water resources in South East Queensland and it is important that they are maintained.



## Lesson plan

Ask students to identify one way that they or the people in their household use water; make a list and display these in the class.

Introduce and display the Water bingo image card(s) - Activity sheet 3.

Explain to students that they will be playing water bingo – when they hear a sound that matches the picture on their card, they are to wave their card or use a coloured counter or block to mark the card. When a student has three marked cards they shout out 'water bingo'.

Winners of each game are asked to demonstrate their water use actions to their peers. Alternatively following the water bingo game students create short signs that state how and when they use water at home. These signs can be classified - according to various uses such as washing, cleaning, drinking and playing, or by space such as bathroom, garden, kitchen, and toilet - and displayed in the classroom.

## Resource requirements

Preparation: record a range of water sounds, including water used in the house such as a running shower; brushing teeth; drinking water/water in a glass; flushing toilet; water running down a sink; running tap; sprinkler; jumping into a swimming pool, as well as other water sounds such as waves, rainfall, frogs and thunder. A number of websites provide free downloads of sound effects.

- Activity sheet 1 - Copy and cut out bingo cards from Activity sheet 3.
- CD/MP3 player or similar

## Additional activities

Investigate how water is used outside the house in various activities and occupations such as to grow plants and vegetables, in a car wash, at a swimming pool, by a hairdresser or a chef. Students could represent these activities through drawings, short presentations or in role play.

Engage in activities that use water - for example make jelly; paint a watercolour picture or blow bubbles using water and detergent.

## Activity sheets

Activity sheet 3 'Water Bingo'. Images that can be copied and cut by the teacher for the water bingo game. Images should include, as minimum, the domestic water uses listed in resource requirements.