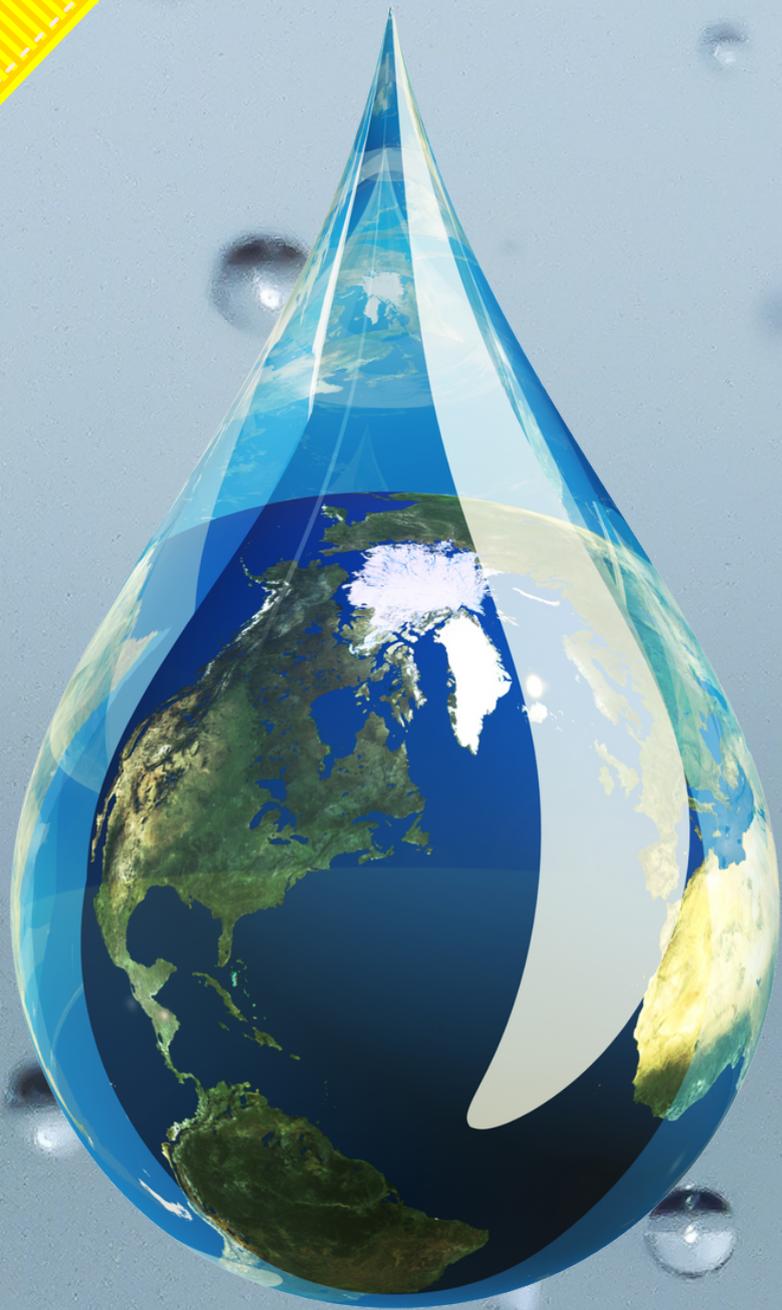


SPECIAL ED



WORLD'S WATER SUPPLY



ALSO INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

World's Water Supply Unit

By
Christa Joy
Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids
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56-66	Assessment
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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint **(this is the book in the lesson plan)**
- Voice recorded PowerPoint
- Activities in black and white

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This unit contains over 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

The activities come in 2 separate files, one in color and one in black and white.

World's Water Supply Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	7	<ul style="list-style-type: none">• Book• Vocab cards activity• Writing Prompt
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	8	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Sudoku puzzle
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	9	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Word search
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	11	<ul style="list-style-type: none">• Assessment
6	<ul style="list-style-type: none">• Book• Vocab cards activity• Water distribution experiment		

The lesson plans contain:

A quick look at what you will do each day

Day 4

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards Scavenger Hunt (10 minutes)	<ul style="list-style-type: none">• Place one set of the vocabulary cards around the room before lesson<ul style="list-style-type: none">◦ Students walk around and find them, bring them back and matching them to their own set of cards	<ul style="list-style-type: none">• Vocabulary cards (extra sets)•
Circle map review (5 minutes)	<ul style="list-style-type: none">• Review the circle map completed yesterday	<ul style="list-style-type: none">• Circle map completed yesterday
Sorting activity (10 minutes)	<ul style="list-style-type: none">• Students will sort good and bad choices when it comes to water usage• Add color-coding if needed (details on page 1 of the activity)• Make connections to the book as necessary	<ul style="list-style-type: none">• worksheet• scissors• glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their worksheets with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheets• Communication devices

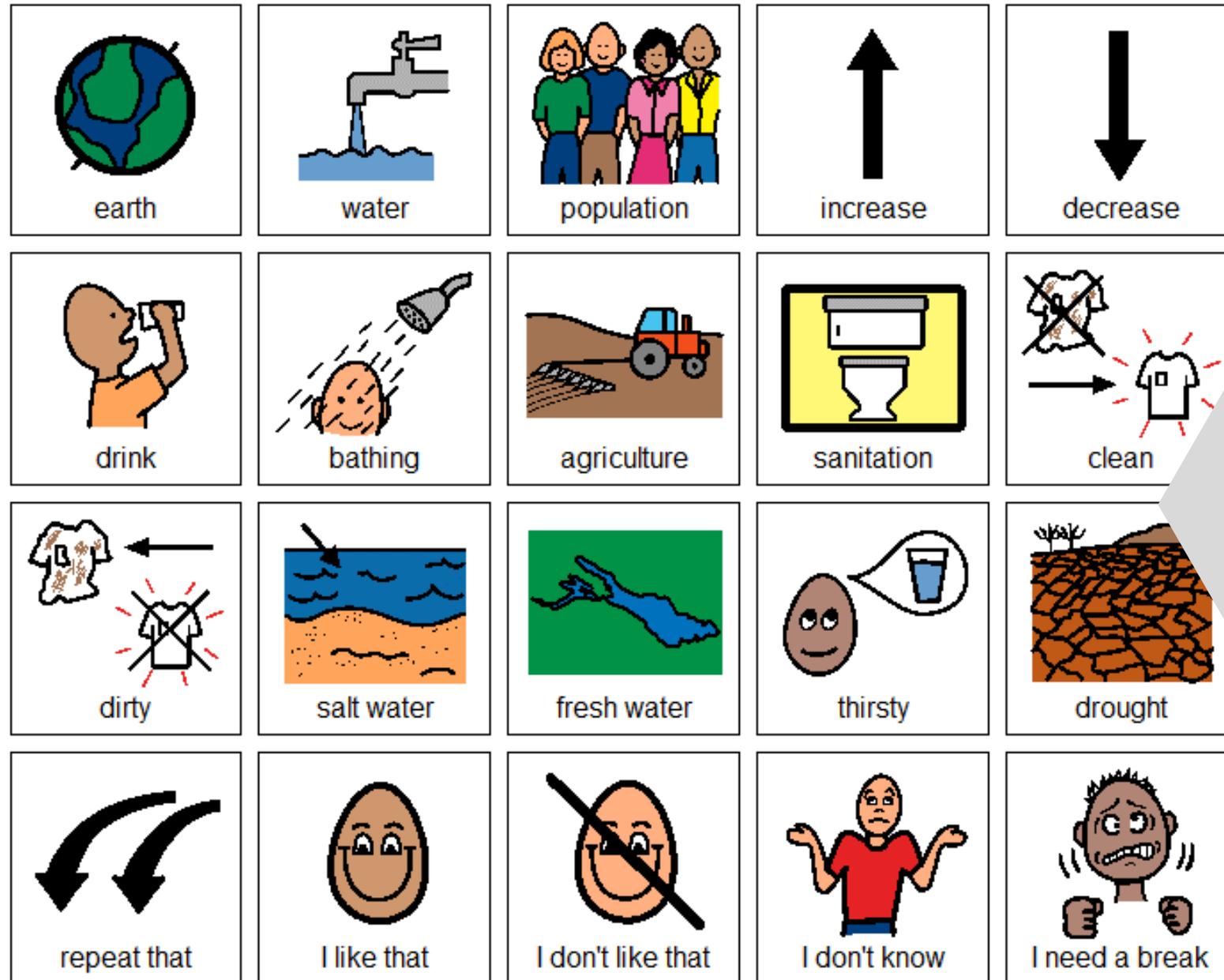
The lesson plans contain:

Detailed instructions on how that day's lesson should run

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



Most of those people live in developing countries. Many of those people spend much of their day finding and carrying water to where people are living.



That only leaves 3% of the water that is fresh water. But most of that fresh water is trapped in frozen glaciers and ice caps.



There is a book with this unit using simple text and photos. It is 47 pages and is an overview of the effects of the human population on the earth.

Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)

population

All of the people that live in a certain area.



developing country

Poor country that is seeking to become more advanced economically and socially.
80% of the world.



sanitation

Cleaning water of waste products and pollution so it is safe to use.



water scarcity

Not having enough water.



water shortage

Not enough water to meet the demand of the population.



water stress

When people need to travel long distances to get water.



water crisis

Not enough water to drink.



potable

Water that is safe to drink.



There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

population

All of the people that live in a certain area.



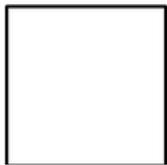
developing country

Poor country that is seeking to become more advanced economically and socially. 80% of the world.



sanitation

Cleaning water of waste products and pollution so it is safe to use.

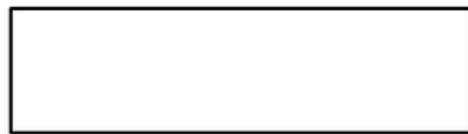


water scarcity

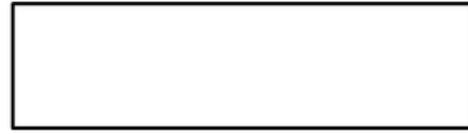
Not having enough water.



desalinization



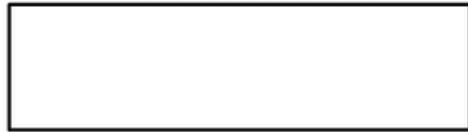
sediment



urbanization



deforestation



om water to make it
inkable.

Cleaning wa
pollutio

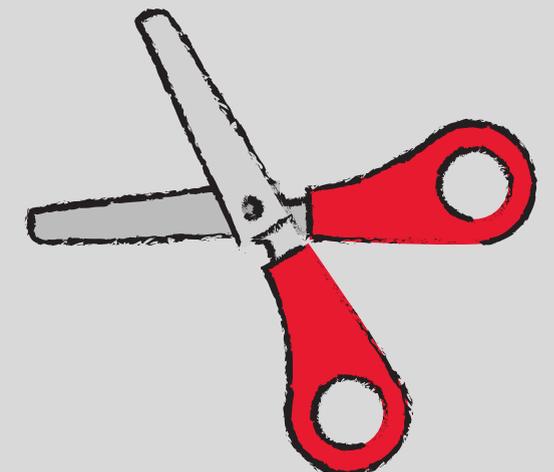
need to travel long
to get water.

Changing more of

that live in a certain
area.

Not enough water

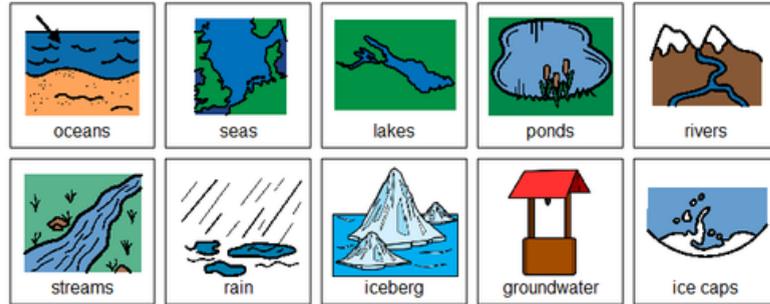
On days 8&9 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).



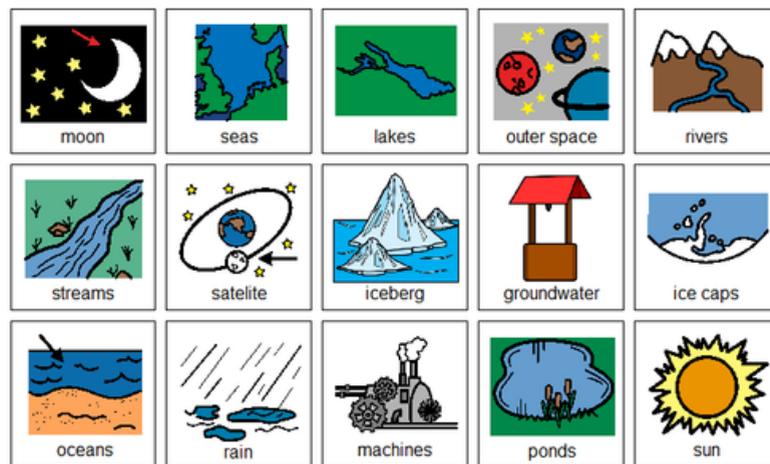
Sources of water: circle those we can use for drinking.

Errorless version

Place the pictures in the circle map on previous page about sources of water in the world. Circle the ones you can use for drinking.



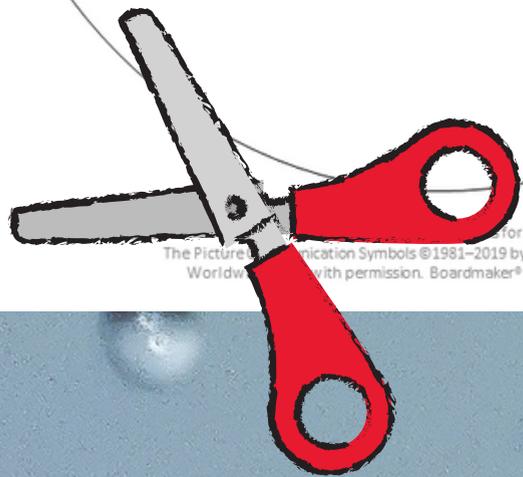
Place the pictures in the circle map on previous page **ONLY IF** they are a source of water. Remember to circle those used for drinking.



There are 3 circle maps on the the world's water supply.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



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Demonstration 1 (easier)

Supplies:

- 2 liter bottle filled with water
- Vegetable oil
- Blue food coloring
- Tablespoon measure

1. Fill a 2 liter clear soda bottle with water almost full (minus about ½ cup)
2. Add blue food coloring, about 5-10 drops.
3. Tell students this represents all the water that is not drinkable, mainly the oceans.
4. Add 2 tablespoons of vegetable oil.
5. The oil represents the fresh water on the earth that we can drink.
6. Poll the students to see if they are surprised. (see page 1)

Demonstration 2 (more involved)

Supplies:

- 2 cup measuring cup
- ¼ cup measuring cup
- 5 gallon container filled with water (an aquarium or bucket works great)
- Frozen ice cube trays (see step 1)
- Dropper
- Small cup
- Cup filled with sand

1. *Ahead of time, pour 2 cups into ice cube tray and freeze.*
2. Fill a 5 gallon container with water. This represents all the water on the world.
3. Take out 2 ¼ cups (18 ounces) of water. This represents all the fresh water available for drinking.
4. Pour out 2 cups from the water you removed. Explain this water is not available for drinking because it is frozen in icebergs and ice caps.
5. Show students the ice cube tray.
6. From the approximately 3 ounces of water that is left, fill up a dropper. Place this in a small plastic cup and set aside.
7. What is left from the 3 ounces, explain to students represents ground water. It is very difficult to get to as it lies under the ground and in the soil.
8. Pour this water over a cup of sand.
9. Now, show students the small cup of water that has the dropper full of water. This is all the water that remains for us to use easily for drinking.
10. Poll students to see if they are surprised. (see page 1)

There are 2 group activities where students will have a chance to visualize the distribution of water across the world.

When it comes to saving the world's water supply, what are some good and bad choices you can make.



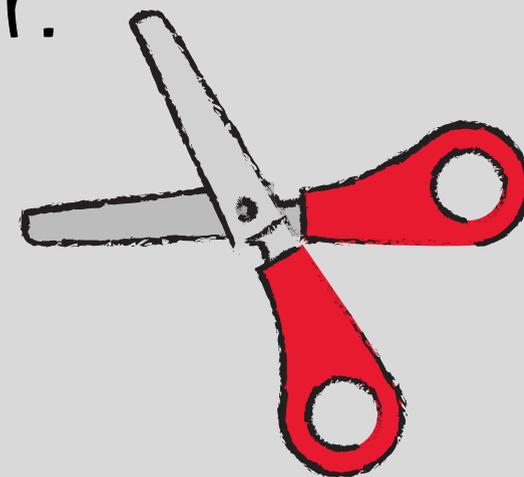
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Have you ever thought about if your water is clean or dirty?
What do you think the differences are between clean and dirty water?



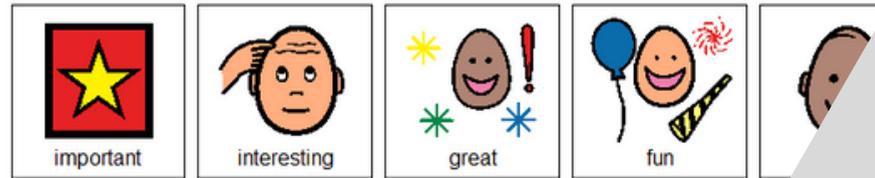
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There are 2 sorting activities. One looks at good vs bad choices when it comes to saving water. The other looks at the differences between clean and dirty water.

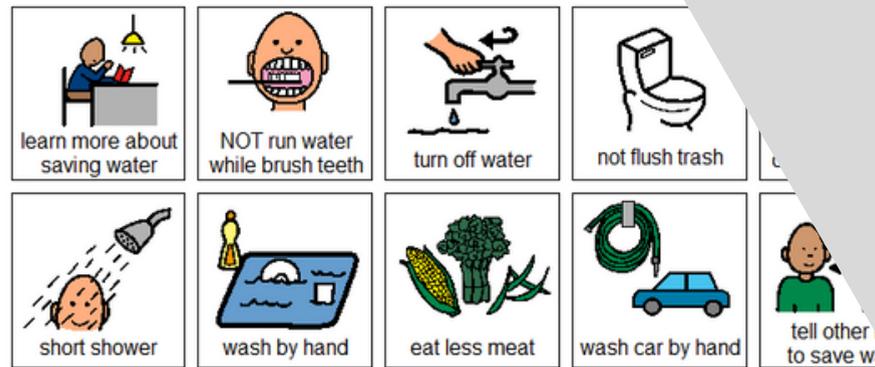


How I can save water

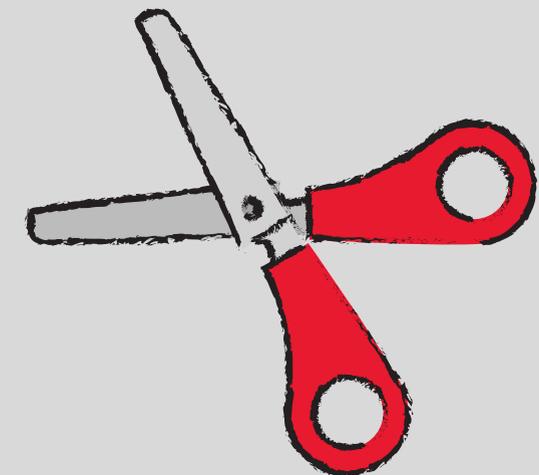
I know saving water is



Here are 3 ways I plan to save water:



There is a writing prompt about how each student plans to save more water.



World's Water Supply

 stress				 scarcity	
 potable	 shortage		 stress	 sanitation	
 crisis		 shortage		 potable	 stress
 sanitation		 potable	 crisis	 shortage	 scarcity
 scarcity	 crisis	 sanitation			 potable
		 stress		 crisis	

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.



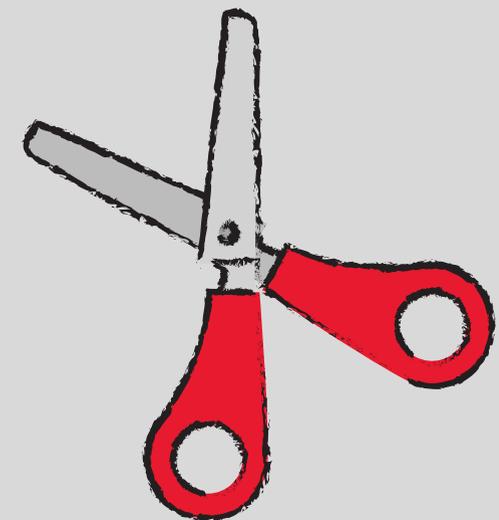
World's Water Supply

 stress	 scarcity		
	 shortage	 scarcity	
	 stress		 scarcity
	 crisis		 shortage

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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



World's Water Supply

GYUNDSMBSXAKTDT
PXRSCAZKCAOAE
OEBEQNFUAFVOISS
TIADJITCRNCFGAT
APNICCTCMCJSMWLR
BPIMGAWLIMHMWIE
LDZEATTMTJOLONS
ECANEILLYTRWJIS
BRTTTOVUAITMKZK
SIIHXNBBZWAKHAD
JSOKVQFRSHGEP
UINNBMJOQESYIM
GSDEFORRESTATION
EQMLGHBKRYAXJNB
CLQDVAIQKGFYZUN

desalinization	deforestation	urbanization	sanitation
scarcity	shortage	sediment	potable
stress	crisis		

World's Water Supply

GYUNDSMBSXAKTDT
PXRSCAZKCAOAE
OEBEQNFUAFVOISS
TIADJITCRNCFGAT
APNICCTCMCJSMWLR
BPIMGAWLIMHMWIE
LDZEATTMTJOLONS
ECANEILLYTRWJIS
BRTTTOVUAITMKZK
SIIHXNBBZWAKHAD
JSOKVQFRSHGEP
UINNBMJOQESYIM
GSDEFORRESTATION
EQMLGHBKRYAXJNB
CLQDVAIQKGFYZUN

desalinization	deforestation	urbanization	sanitation
scarcity	shortage	sediment	potable
stress	crisis		

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

World's Water Supply

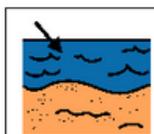
1. Most of the world's water is drinkable.

2. Most of the water is in the .

3. Most of the fresh water is trapped and is .

4. People who live in water stressed areas, must their water from far away places.

5. More than 2 billion people do not have clean water to .



ocean



frozen



not



drink



carry

World's Water Supply

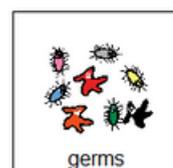
6. The United States and Australia use the water.

7. People in developing countries use the water.

8. Sanitation means removing dirt and from .

9. Scientists are looking at better ways to remove from the ocean water.

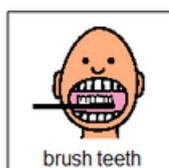
10. You can save water by turning off the water when you .



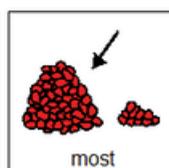
germs



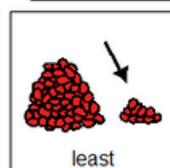
salt



brush teeth



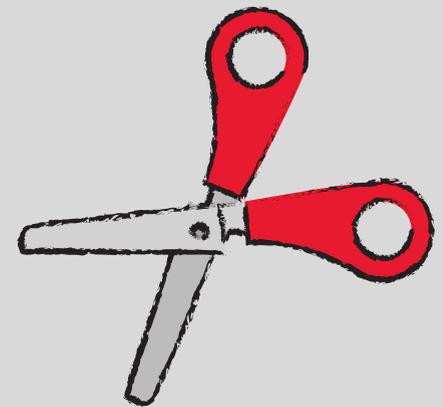
most



least

Close worksheets are a great informal assessment. There are two worksheets that cover the main points from the book.

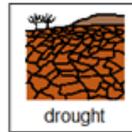
Answer key included.



1. The idea there may not be enough water for everyone to drink is called a:



celebration

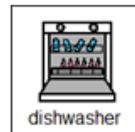


drought



water crisis

2. Making sure water is clean and free of germs is called:



dishwasher



sanitation



science

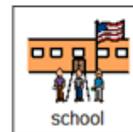
3. Where do people tend to use the least amount of water?



United States

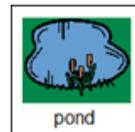


developing countries

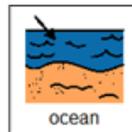


school

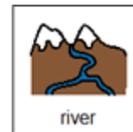
4. Most of the water on earth is found in the:



pond

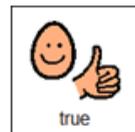


ocean

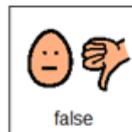


river

5. True or false. You can drink water from the ocean.



true



false



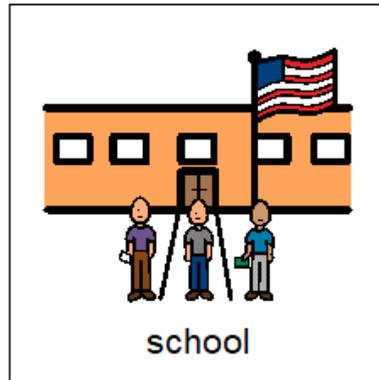
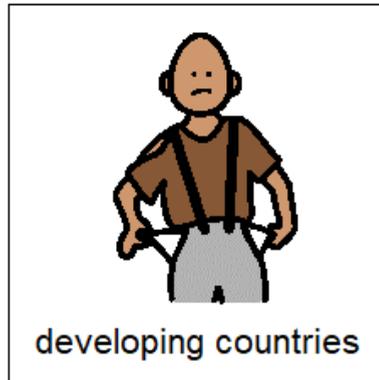
I don't know

FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

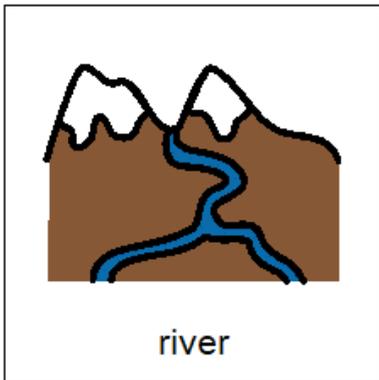
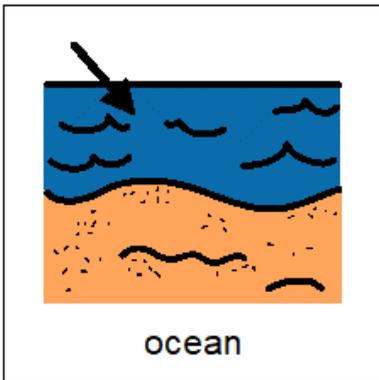
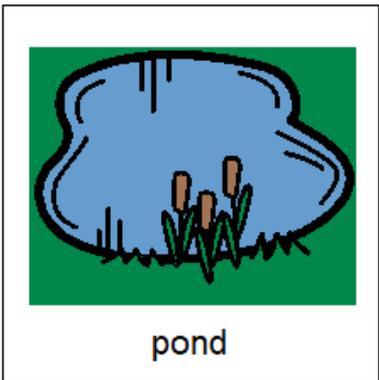
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



Q 4

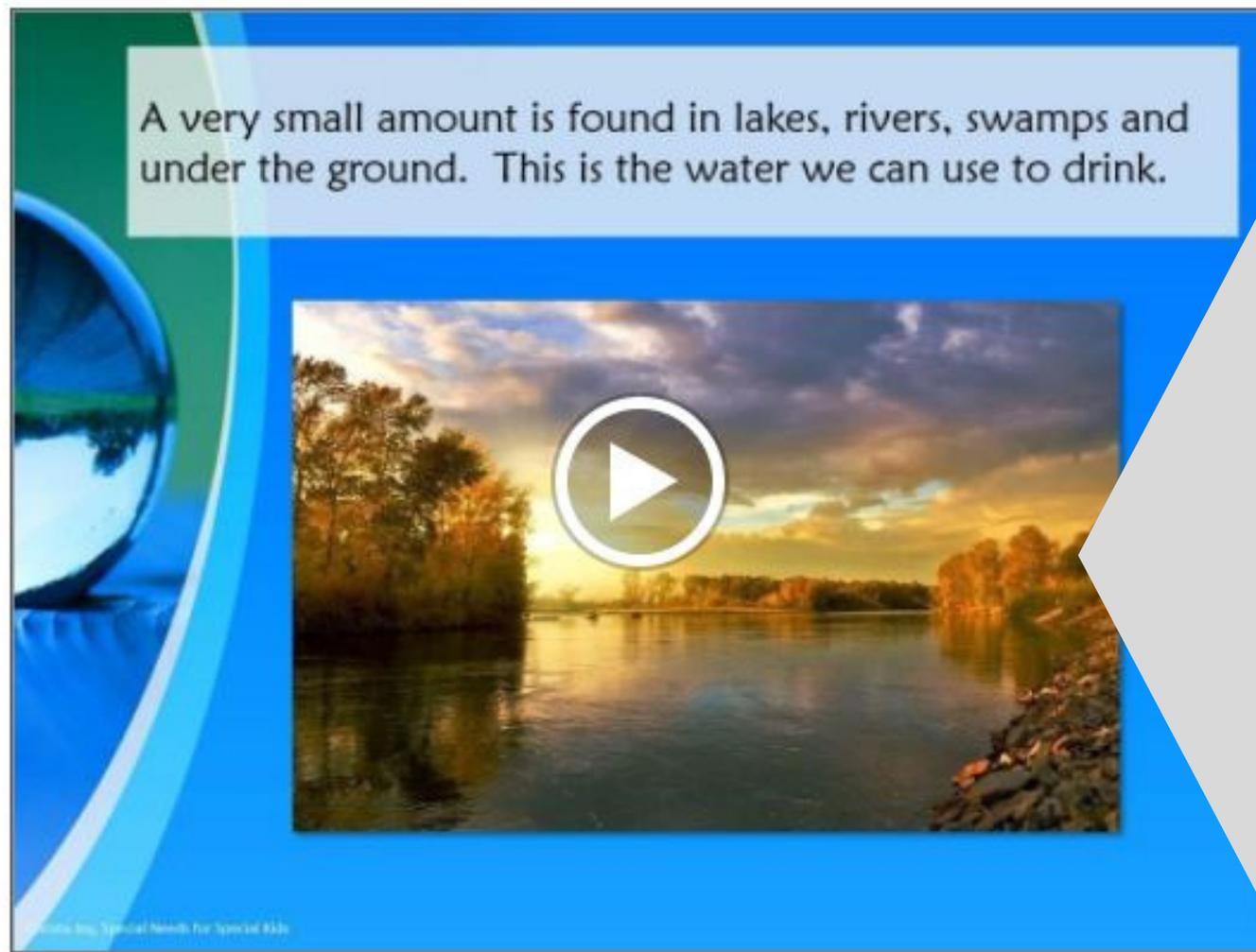


With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

7. Where is most of the fresh water found?
 - A. Pond
 - B. River
 - C. Ice caps
8. Poor sanitation can lead to people getting:
 - A. Sick
 - B. Silly
 - C. Bored
9. How do people get water in water-stressed areas?
 - A. Carry it
 - B. Water fountain
 - C. Grocery store
10. True or False. Changing the landscape through urbanization and deforestation can damage our water supply.
 - A. True
 - B. False
 - C. I don't know

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Watch the
movie on the
World's Water
Supply



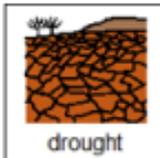
This unit also includes digital versions of the activities.

Students can watch a movie book version of the books rather than printing them out.

1. The idea there may not be enough water for everyone to drink is called a:



celebration



drought



water crisis

2. Making sure water is clean and free of germs is called:



dishwasher



sanitation



science

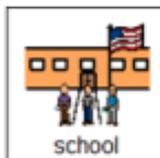
3. Where do people tend to use the least amount of water?



United States

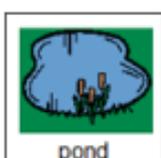


developing countries

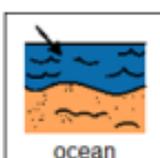


school

4. Most of the water on earth is found in the:



pond

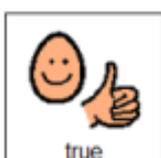


ocean

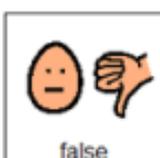


river

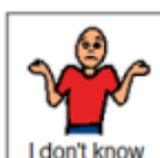
5. True or false. You can drink water from the ocean.



true

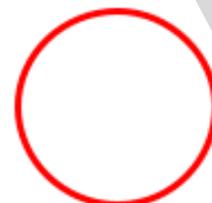
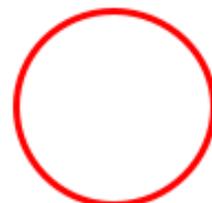
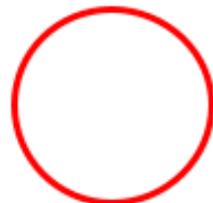
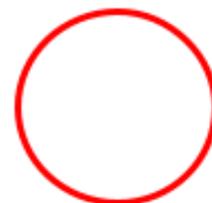
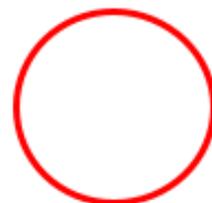


false



I don't know

Circle the correct answer.



Each activity is set up so students can click and drag answers. No typing is required.



clean water

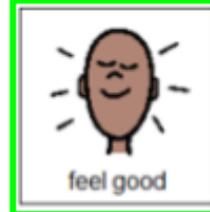


dirty water

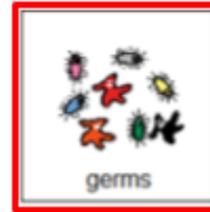
Sort the pictures into the correct column depending on if you think they describe clean or dirty water. If you are not sure, place it on the middle line.



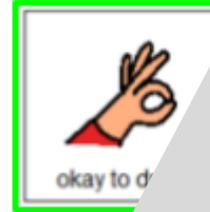
muddy



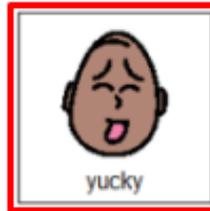
feel good



germs



okay to drink



yucky



water fountain



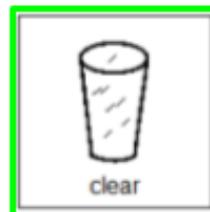
sick



puddle



tastes good



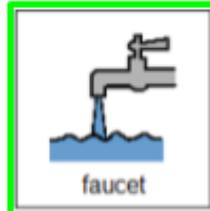
clear



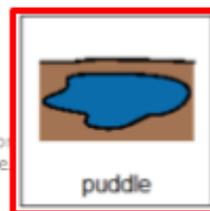
river



bottled



faucet



puddle

Needs for Special Kids
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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- ***11 days of lesson plans***
- ***World Water Supply activities in color***
- ***World Water Supply activities in black and white***
- ***Voice-recorded PowerPoint show***
- ***World's Water Supply book (PowerPoint) to use with activities***
- ***Links and directions to digital activities***