Photo by Aaron Burden on Unsplash

New SCIENCE Curriculum

Earth Systems Kindergarten

October 10, 2023

Facilitator: Chris Zarski (CARC) & Ted Zarowny (ERLC)

Alberta Regional Professional Development Consortia
Adult learning for students' sake

Acknowledgment of Land and People

In the spirit of reconciliation, we want to acknowledge that this gathering is taking place on traditional lands across the province of Alberta, home to many diverse First Nations, Métis and Inuit peoples. We acknowledge that this land is a traditional meeting ground giving voice to its original peoples and the story of creation of this country in a way that history has forgotten.

The Honorable Harvest - Robin Kimmerer

Photo by Chris Lawton on Unsplash

Agenda

1. Spiraling Curriculum - Concepts
2. Spiraling Curriculum - Skills and Procedures
3. Spiraling Curriculum - Understanding
4. Spiraling Curriculum - Transfer
5. Teaching for Transfer
6. Surface Level Activities
7. Deep Level Activities
8. Transfer and Assessment
9. Resources
10.

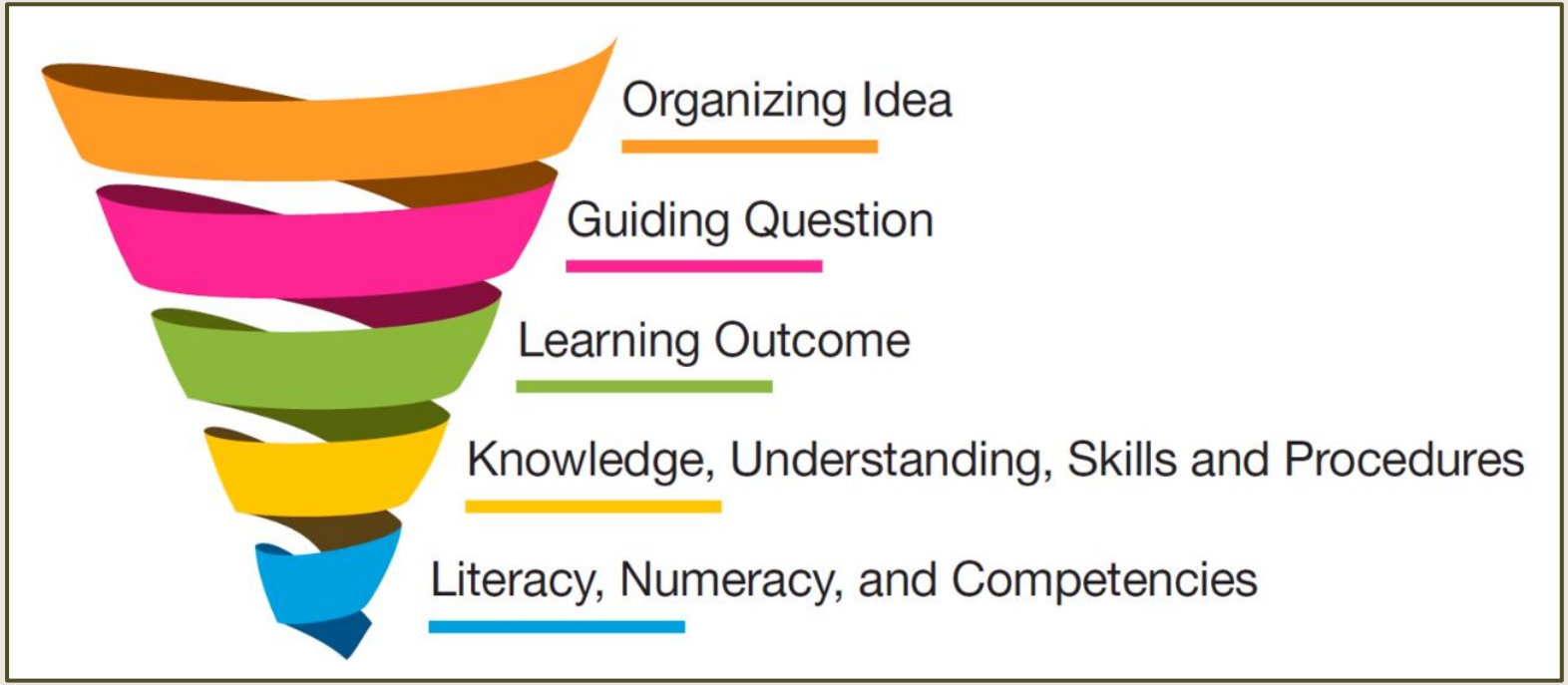
01

Spiraling Curriculum Concepts

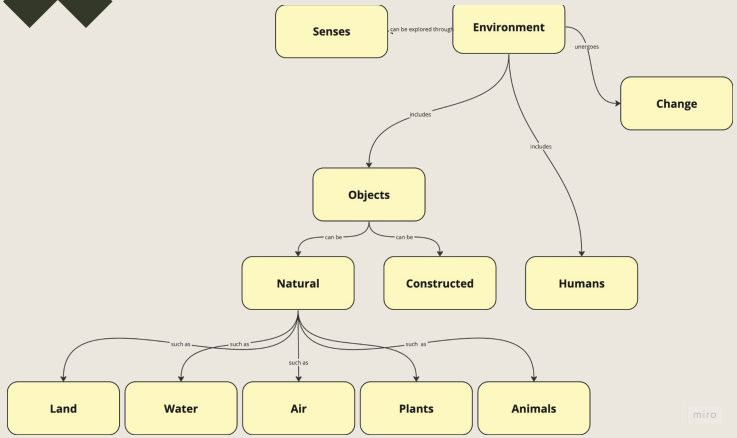
Spiraling Curriculum

Guiding Framework Document

New LearnAlberta



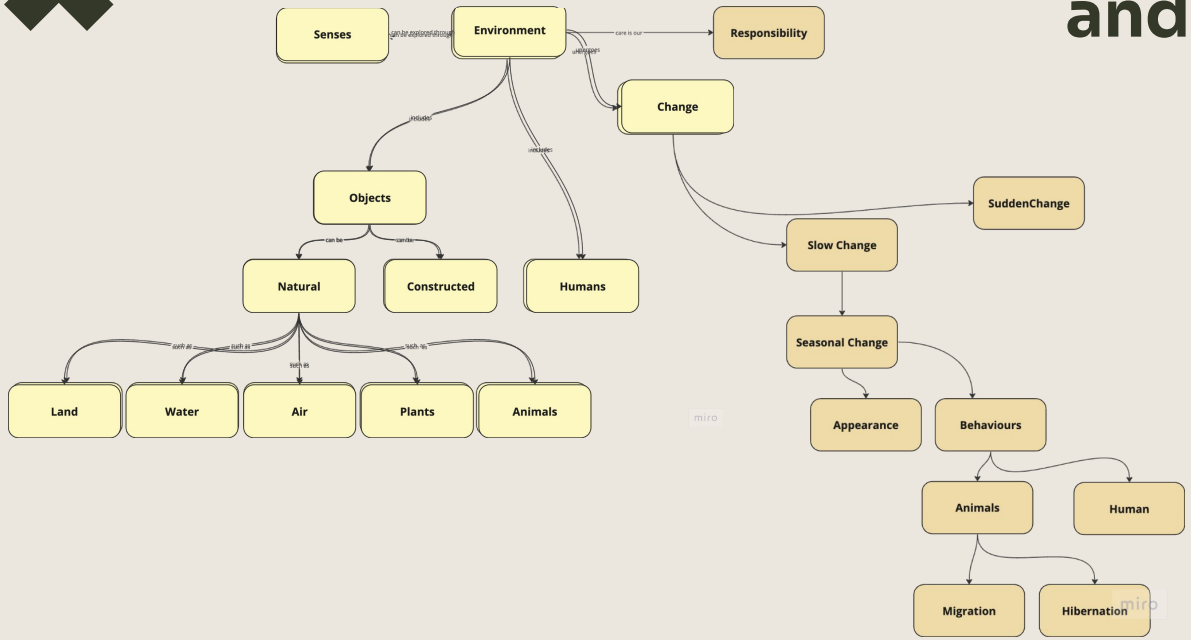
Concepts Sprialing and Growing



Kindergarten

K-3
Earth Systems

Concepts Sprialing and Growing

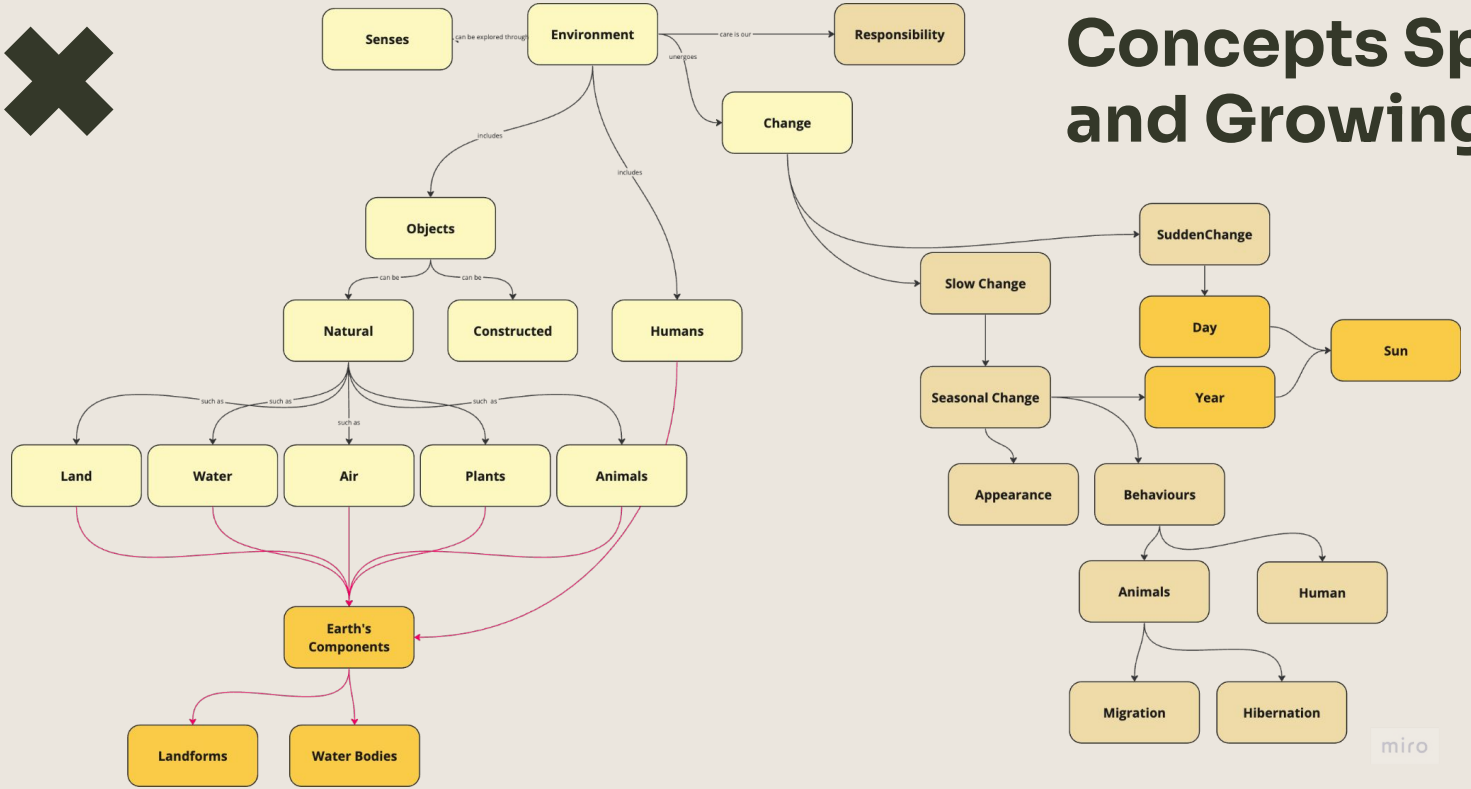


Kindergarten

Grade 1

K-3
Earth Systems

Concepts Sprialing and Growing



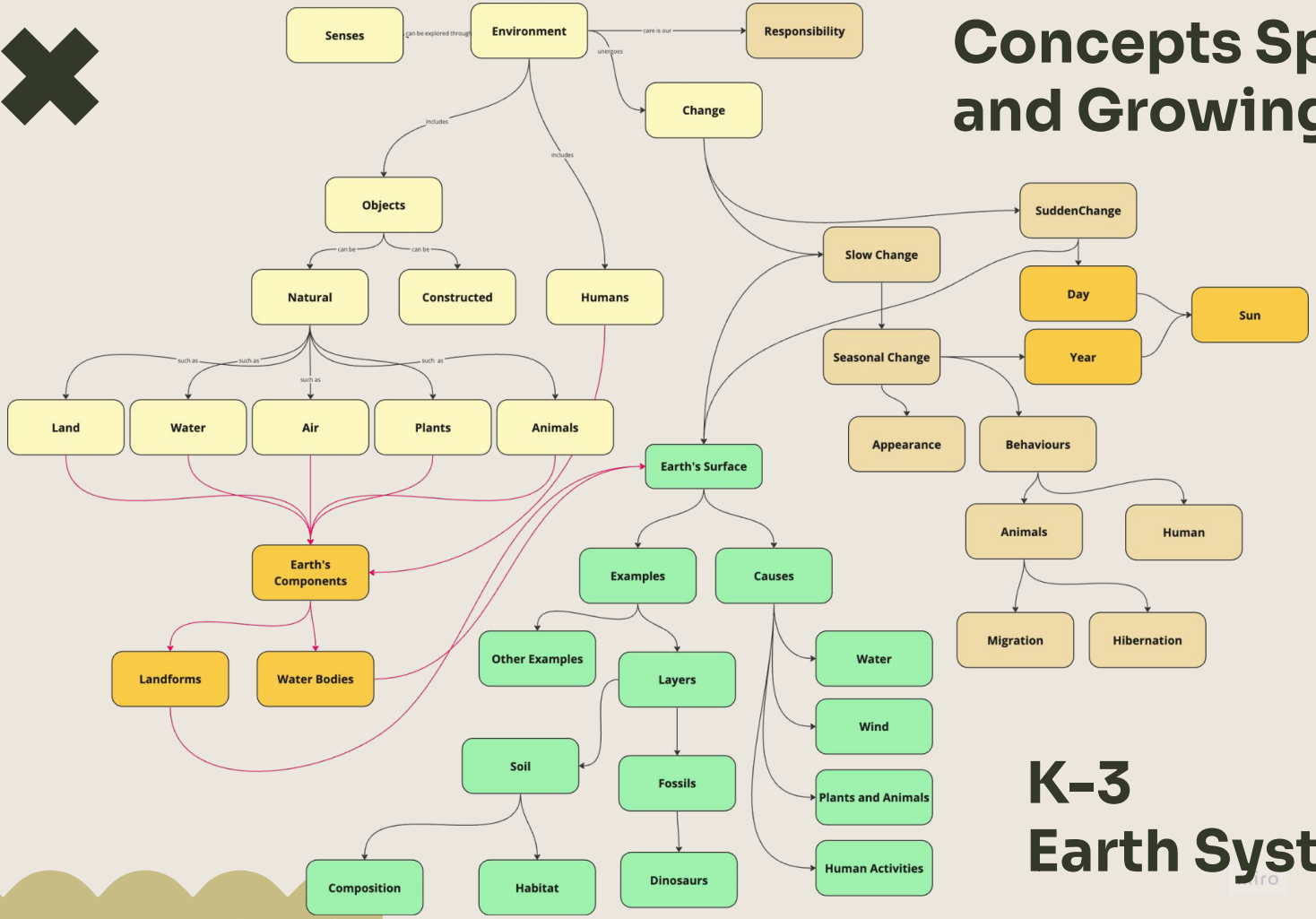
Kindergarten

Grade 1

Grade 2

K-3
Earth Systems

Concepts Sprialing and Growing



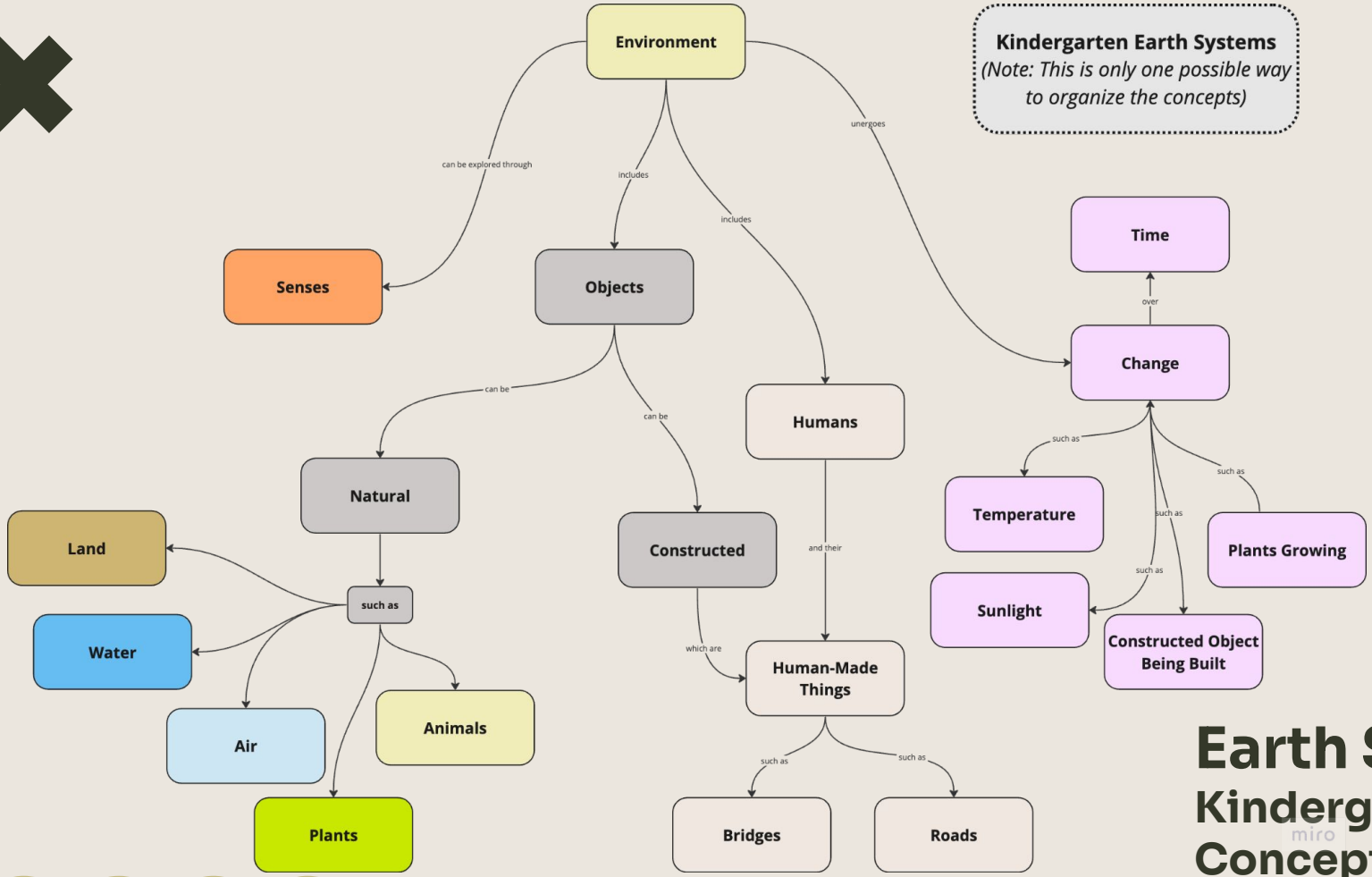
Kindergarten

Grade 1

Grade 2

Grade 3

K-3
Earth Systems


Kindergarten Earth Systems
(Note: This is only one possible way to organize the concepts)
Environment
can be explored through
includes
includes
undergoes
Senses
Objects
Time
over
Change
can be
can be
Humans
Natural
Constructed
such as
such as
such as
Temperature
Plants Growing
Land
such as
and their
Sunlight
Constructed Object Being Built
Water
which are
Human-Made Things
Air
Animals
such as
such as
Plants
Bridges
Roads
Earth Systems
Kindergarten
Concept Map
miro

EARTH SYSTEMS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Guiding Question: *How can environments be explored?*	**Guiding Question:** *In what ways can environments change?*	**Guiding Question:** *How can Earth's components and relationship to the Sun be understood?*	**Guiding Question:** *What visible changes can be identified through examination of Earth's surface?*	**Guiding Question:** *How does Earth sustain life?*	**Guiding Question:** *How can climate and its effects be understood?*	**Guiding Question:** *What factors affect climate?*
Learning Outcome: *Children examine and describe surrounding environments.*	**Learning Outcome:** *Students analyze environments and investigate interactions and changes..*	**Learning Outcome:** *Students investigate Earth & its landforms, & its bodies of water & and its relationship to the Sun.*	**Learning Outcome:** *Students analyze changes in Earth's surface and explain how layers of the landscape hold stories of the past.*	**Learning Outcome:** *Students investigate the systems of Earth and reflect on how interconnections sustain life.*	**Learning Outcome:** *Students analyze climate and connect it to weather conditions and agricultural practices.*	**Learning Outcome:** *Students investigate climate, changes in climate, and the impact of climate change on Earth.*
KEY CONCEPTS				**KEY CONCEPTS**		
Animal	Change	Axis	Bodies of Water	Care	Weather	Climate Change
Environment	Change: Seasonal	Bodies of Water (wetland, river, lake, glacier, ocean)	Cause	Action	Climate	Interaction
Exploration: Senses	Change: Seasonal: Environment	Components of Earth: land,water, air, plants, human, animals.	Change	Change	Climate Zones	Climate Change Causes
Human	Change: Seasonal: Human Activities	Day	Earth's Surface	Conservation	Patterns	Climate Change: Effects
Objects Natural	Change: Sudden	Earth's Surface	History	Environment	Climate Characteristics	Climate Factors (Location)
Objects: Human-Made	Change: Seasonal: Plants and Animals	Landforms	Human Activities	Interaction	Climate Factors	Personal Actions
Plant	Environment: Responsibility: Care	Life	Intergenerational Knowledge	Interconnection	Weather: Tools: Measuring	Climate Change Observations
Shared Space	Environment	Revolution	Landscape	Life	Weather: Prediction	Extreme Weather
Wonder	Hibernation	Rotation	Landscape Layers	Lithosphere | Hydrosphere | Biosphere | Atmosphere	Climate & Human Activity	Traditional Knowledge
FNMI: Ways of Living Connected to Land	Migration	Saltwater & Freshwater Bodies	Natural Events	Natural Resources	Climate & Animal Activity	FNMI: Impact of climate change on way of living
	Observation: Senses	Water Flow	Plant & Animal Activity	Responsibility	Climate and Agriculture	
	Seasons	Year	Soil	Spheres	Agriculture: Sustainable Practices	
	FNMI: Sense of responsibility and care with nature.		Time	Sunlight	Agriculture: Conservation Practices	
	FNMI: Products made from plants and animals.		Wind | Water | Ice	Systems	Agriculture: Sustainable Harvesting	
			FNMI: Knowledge of Earth's Surface	Water Resources	Intergenerational Observation	
				FNMI: Interconnectedness of Earth Systems	FNMI: Long-term climate observations	
				FNMI: Laws of Nature and Sacredness of Water	FNMI: Observations and weather predictions	
				FNMI: Conservation		

[Link: Concept Progressions (ARPDC)]

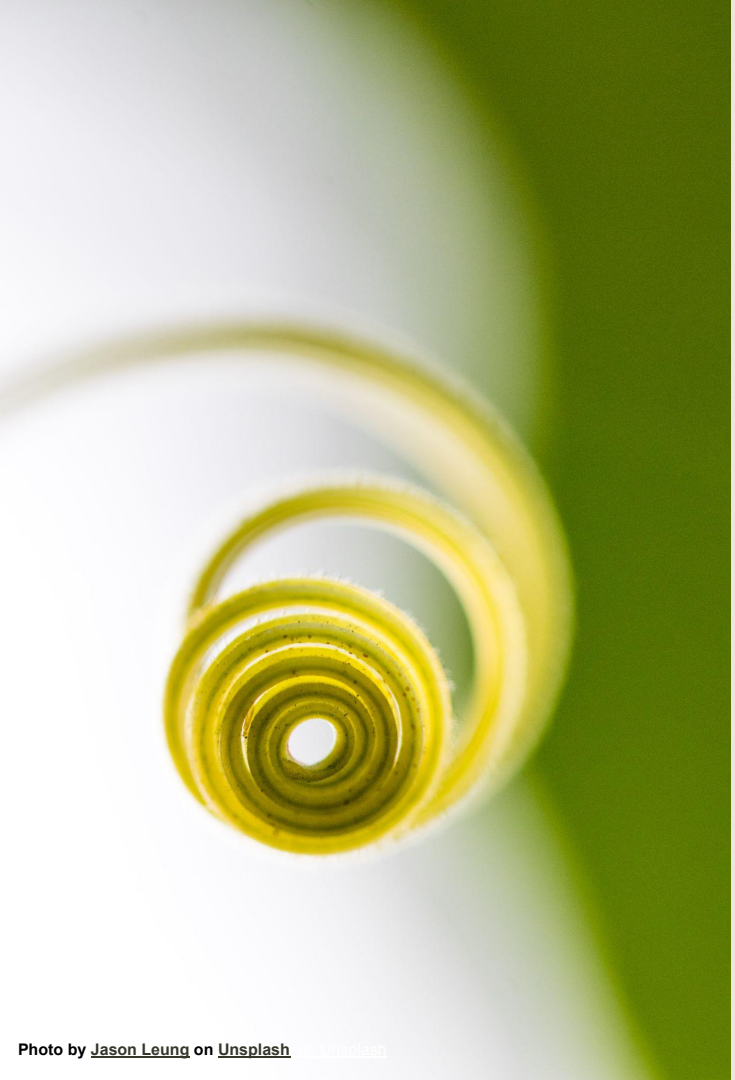


Photo by Jason Leung on Unsplash

02

Spiraling Curriculum

Skills & Procedures

“Skills and procedures **are what students do to demonstrate their knowledge and understanding.** They are specific skills, methods, tools, strategies, and processes that students will develop as they achieve the learning outcome.”

Guiding Framework

Learner Outcome Verbs				
	Grade			
	K	1	2	3
Apply Creativity				
Analyze				
Describe				
Examine				
Explain				
Explore				
Follow Instructions				
Interpret Instructions				
Investigate				
Relate				

Learner Outcome Verbs

Verbs are the skills and procedures that students do or perform.

Learner outcome verbs are those verbs that are identified in the learner outcome

Skills and Procedures K-3 Progressions

Skills & Process Verbs				
	Grade			
	K	1	2	3
Ask Questions				
Classify (Sort)				
Compare (find similarities and differences)				
Conclude				
Create				
Demonstrate Safety				
Describe				
Design				
Discuss				
Examine				
Explain				
Explore				
Investigate				
Observe				
Predict				
Record Data/Observations				
Relate				
Represent				

Skills & Procedures Verbs

Skills and procedures verbs are those identified in the Skills & Procedures column of the curriculum guide.

This list represents the ***more frequently used verbs.***

- A darker shade signifies a verb used directly in a Skills and Procedures statement.
- A lighter shade indicates that verb is not stated as a separate skill, but is included in a procedure (eg. “Ask Questions” is a step in the “Investigation” procedure at every grade).

Instruction and Assessment

These skills and procedures can be taught, practiced, and assessed.

Doing so will help students become more proficient in their use and better able to demonstrate their knowledge and understanding when using these skills.

Skills & Process Verbs	Grade			
	K	1	2	3
Ask Questions				
Classify (Sort)				
Compare (find similarities and differences)				
Conclude				
Create				
Demonstrate Safety				
Describe				
Design				
Discuss				
Examine				
Explain				
Explore				
Investigate				
Observe				
Predict				
Record Data/Observations				
Relate				
Represent				

KES1.1 Skills and Procedures Kindergarten

- Use the senses to **make observations** about environments.
- **Ask questions** about surrounding environments.
- **Represent** a local environment in nature.

Instruction and Assessment

These skills and procedures can be taught, practiced, and assessed.

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Skills & Process Verbs	Grade			
	K	1	2	3
Ask Questions				
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Record Data/Observations				
Relate				
Represent				

KES1.1 Skills and Procedures Kindergarten

- Use the senses to **make observations** about environments.
- **Ask questions** about surrounding environments.
- **Represent** a local environment in nature.

Possible Additional Skills and Procedures

- **Compare** environments.
- **Record observations** about surrounding environments.
- **Describe** a local environment

Instruction and Assessment

These skills and procedures can be taught, practiced, and assessed.

Doing so will help students become more proficient in their use and better able to demonstrate their knowledge and understanding when using these skills.

Photo by zero take on Unsplash

03

Spiraling Curriculum Understanding

“Understanding is about putting pieces of knowledge into **logical and meaningful order** with other knowledge.”

Guiding Framework

Spiraling from the “Matter” organizing idea.

Knowledge	Understanding	
Environment (KES1.1) **Senses** (KM1.1)	 What are some ways these two concepts can be put into a **logical and meaningful order?**	

Image Credit: **Question** by Francisco Garcia Gallegos from Noun Project (CC BY 3.0)

Knowledge	Understanding	
Environment (KES1.1) **Senses** (KM1.1)	Our **senses** help us to appreciate the **environment.** The **environment** tingles our **senses**. **Environments** can be explored [using the **senses**] and wondered about.	

Knowledge	Understanding	
Environment refers to physical surroundings. **Environments** include plants, humans, and other animals. **Environments** include human-made structures such as buildings and roads. **Environments** include land, water, and air. Environments can be explored using **the senses.**	**KES1.1: Environments** can be explored *[using the **senses**]* and wondered about.	

Photo by Rohan Makhecha on Unsplash

04

Transfer

Concepts Transfer (Different Contexts)

Knowledge
KES1.2 Objects in environments can be natural or constructed by humans. KES1.3 Changes can be observed in environments

Photo by Silver Ringvee on Unsplash

Photo by Maryna Yanul on Unsplash

Understandings Transfer (Different Contexts)

Understanding
KES1.2: Environments are shared spaces that include a variety of objects KES1.3:Environments change over time.

Photo by Silver Ringvee on Unsplash

Photo by Maryna Yanul on Unsplash

Skills Transfer (Different Contexts)

Skills and Procedures
KES1.1 Ask questions about surrounding environments. **Compare** environments.

Photo by Silver Ringvee on Unsplash

Photo by Maryna Yanul on Unsplash

Skills Transfer (Different Contexts)

Skills and Procedures
Ask questions about each dog. **Compare** the dogs.

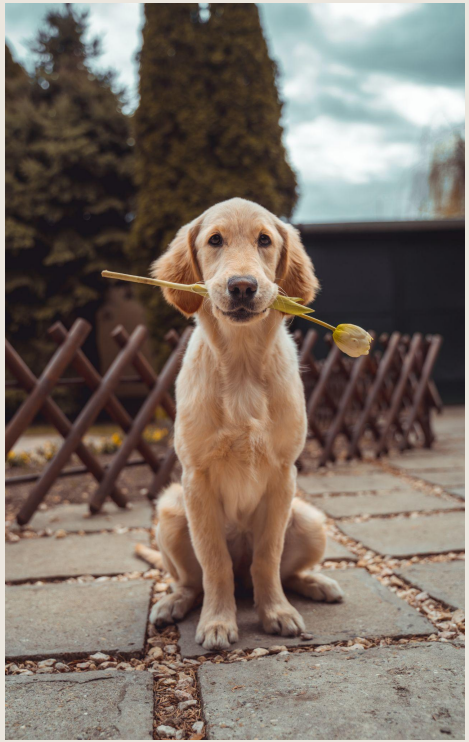

Photo by Richard Brutyo on Unsplash

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05

Teaching for Transfer

Phases of Learning

Hattie, Fisher & Frey: *Visible Learning for Literacy* (2016)

Surface

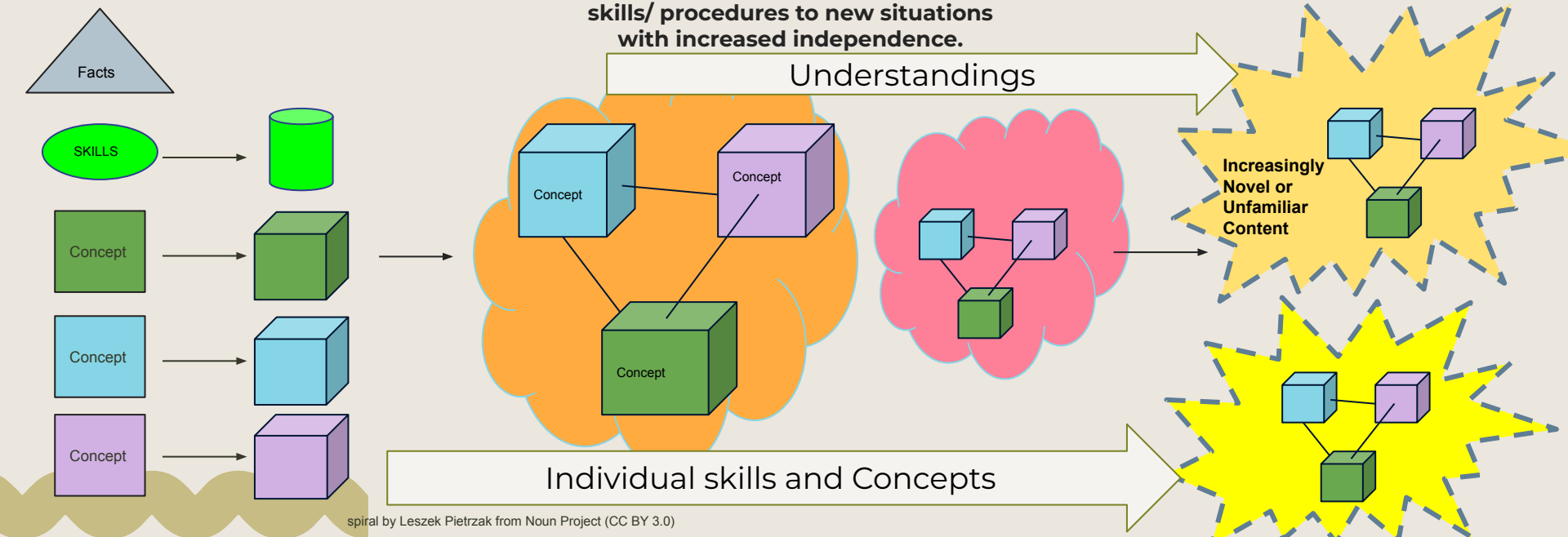
Students are first exposed to individual skills, concepts and their related knowledge.

Deep

Students make connections between concepts to create deeper understanding and appropriately skills/ procedures to new situations with increased independence.

Transfer

Students apply concepts, understandings and skills to a variety of novel and unfamiliar contexts.



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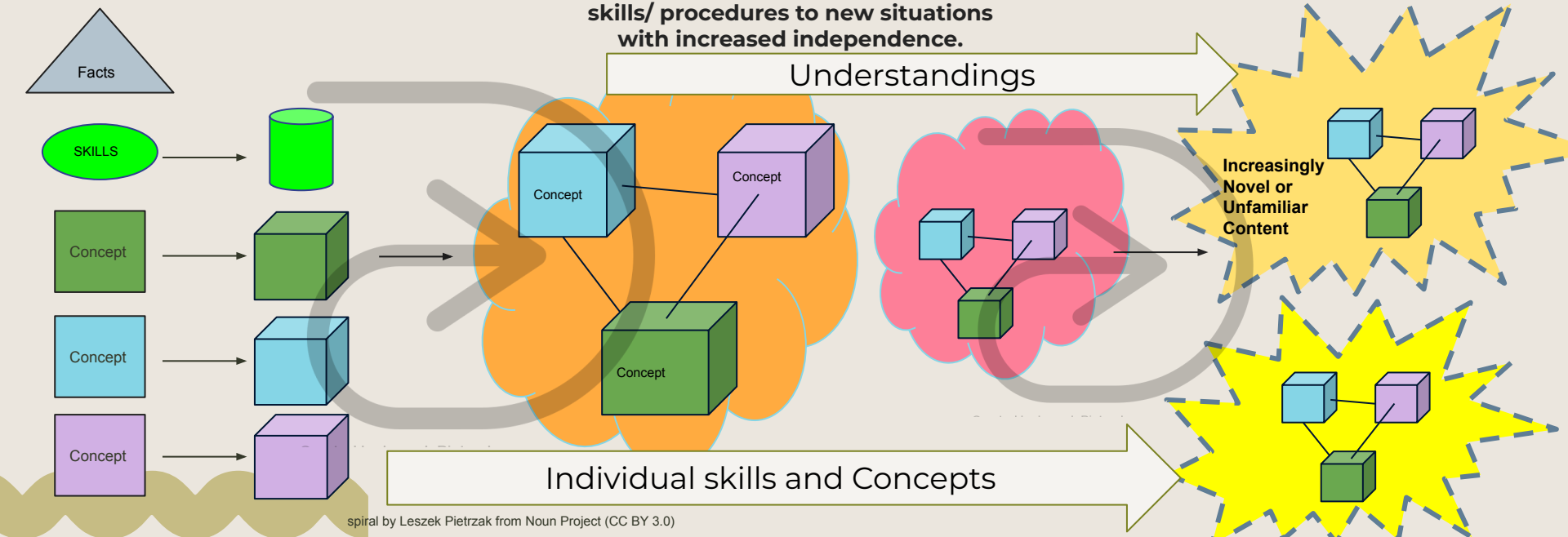


spiral by Leszek Pietrzak from Noun Project (CC BY 3.0)

Planning

Begin With the End In Mind

Stephen R. Covey, 1989

Backward by Design

Grant Wiggins & Jay McTighe, 1998

Learning Outcome

Children examine and describe surrounding environments.

Understandings

KES1.1 Environments can be explored [using senses] and wondered about.

KES1.2 Environments are shared spaces that include a variety of objects.

KES1.3 Environments change over time.

KES1.4 Environments are important and should be protected and respected.

KES1.5 Feelings of connection and appreciation can be experienced in nature.

KES1.5 First Nations, Métis, and Inuit ways of living connect to nature and the land.

Transfer

- Formative Assessments
- Summative Assessments
- Unit End Projects as Assessments

Learners **independently** apply concepts, understandings and skills in a **new or unfamiliar contex**t to

- complete a task
- solve a problem
- create something
- investigate something
- take action on something
- etc.

Learning Outcome

Children examine and describe surrounding environments.

What will students do to demonstrate their learning?

Sample Summative Assessment

What will students need to know and/or understand in order to be successful?

What will students need to be able to do in order to be successful?

Learning Outcome

Children examine and describe surrounding environments.

What will students do to demonstrate their learning?

Sample Summative Assessment

What will students need to know and/or understand in order to be successful?

Environment | Senses | Observation Description

What will students need to be able to do in order to be successful?

Represent (Draw) | Ask Question | Describe | Examine With Senses | Make Observations

Understanding	Formative Assessment
Environments can be explored [using senses] and wondered about.	**EXAMPLE Formative Assessment:** ***Students view a video of a certain environment.*** • ***Students identify objects in the environment (sight and sound.*** • ***Students ask questions about the environment in the video.*** **What will students need to be able to do in order to be successful?**

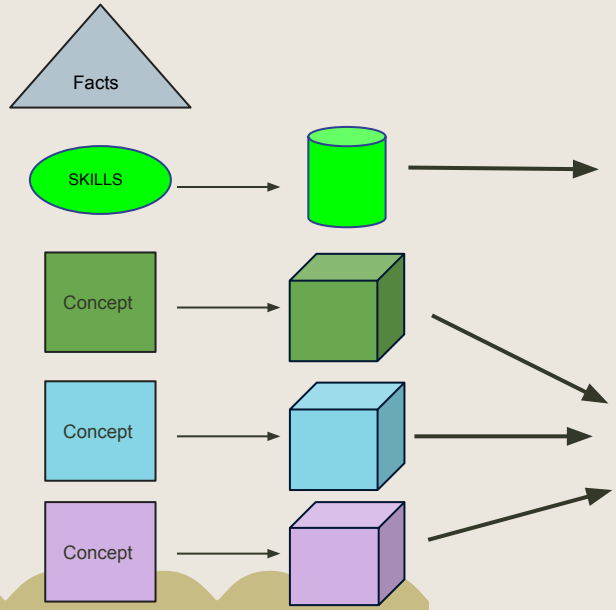
Learning Outcome		
Children examine and describe surrounding environments.		
Knowledge	**Understanding**	**Skills and Procedures**
• **Environment** refers to physical surroundings. • **Environments** include plants, humans, and other animals. • **Environments** include human-made structures such as buildings and roads. • **Environments** include land, water, and air. • Environments can be explored using the **senses.**	Environments can be explored [using senses] and wondered about. The **highlighted parts** would be needed to be pre assessed and, if necessary, instruction given at the surface level. Not identified but also needing attention with a pre assessment and possible surface-level instruction includes • **Describing/Description** • **Representation** • **Observing/Observation** • **Asking Questions**	Skills and Procedures KES1.1 **Use the senses to make observations** about environments. KES1.1: **Ask questions** about surrounding environments.

Phases of Learning

Hattie, Fisher & Frey: *Visible Learning for Literacy* (2016)

Surface

Students are first exposed to individual skills, concepts and their related knowledge.



- Describing
- Representing
- Examining by Observing
- Asking Questions

- Environment
- Senses
- Description
- Representation
- Observation
- Similarity/Difference

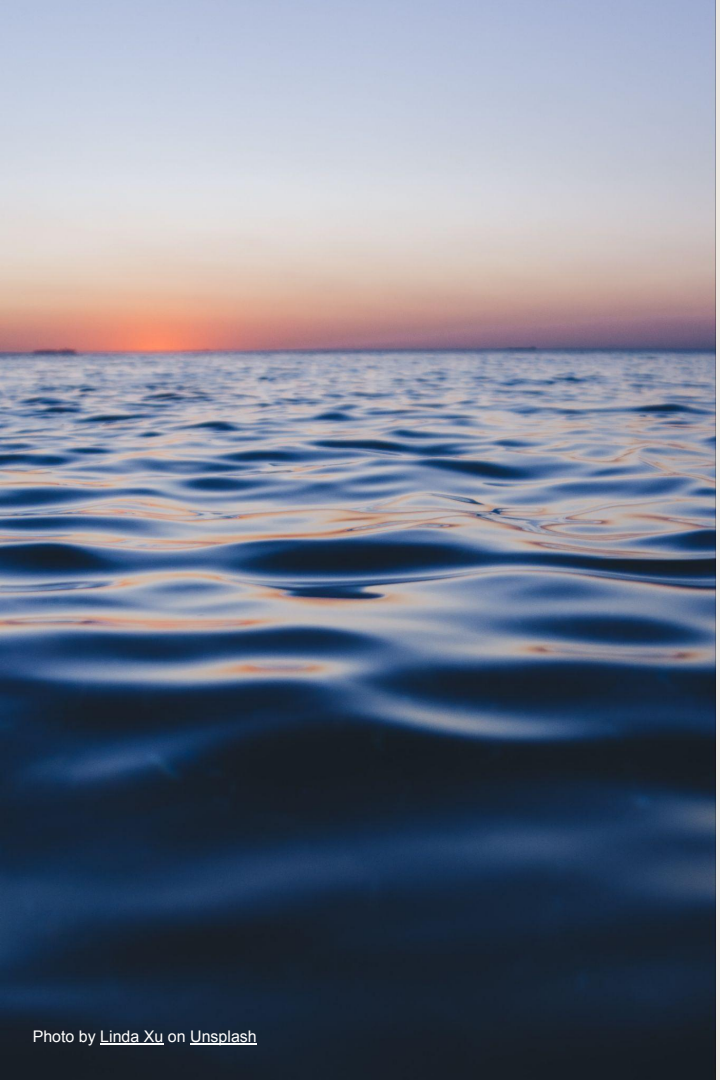


Photo by Linda Xu on Unsplash

06

Surface Level Activities

Sample Activities (Surface)

- Environment & Slides 40-47
- Senses Slides 50 - 55
- Change
- Object
- Observation
- Description
- Asking Questions (Notice and Wonder)
- Representation
- Similarity and Difference & Slide 51

Environments

To the Teacher: Ask if anyone has heard the word...what do they think it means. You could start a list of words (explanations) on chart paper or the board that could be used to create a definition of what it means and what it includes.

The following 3 slides, focus on what they see and not on differentiating between natural and man-made. After discussing their notices and wonders, ask again what they think am environment is.

What does it mean to “notice”?

What does it mean to ‘wonder’?

Look at the picture of an *Environment*. What do you notice? Discuss with your shoulder partner.

Be ready to share your ‘notice’ by finishing the sentence “We notice ____”

What do you both ‘wonder’ about the picture? Be ready to share your ‘wonder’ by finishing the sentence “we wonder ____”.

What do you ‘wonder’?

What do you “notice”?

What do you ‘wonder’?

Look at the picture of an **Environment**. What do you notice? Discuss with your shoulder partner.

Be ready to share your ‘notice’ by finishing the sentence “We notice ____”

What do you both wonder about the picture? Be ready to share your wonder

wonder

What do you “notice”?

What do you ‘wonder’?

Look at the picture of an **Environment**. What do you notice? Discuss with your shoulder partner.

Be ready to share your ‘notice’ by finishing the sentence “We notice ____”

What do you both wonder about the picture? Be ready to share your ‘wonder’ by finishing the sentence “we wonder ____”.

What is an environment?

How would you describe it in your own words?

What are some objects that are the same and different in each of these environments?

An environment includes [plants, animals, (humans)]
Environments are made of Man-Made structures and Natural things including air, water, land, rocks..)

Imgflip.com ID #44599282

What objects are ‘natural’?

What objects are ‘man-made’?

Man-Made or **Natural**?

What do these mean?

Coman, Mirela & Cioruța, Bogdan-Vasile. (2019). 2019 (57) - From Human-Environment Interaction to Environmental Informatics (III): the Social-Ecological Systems dynamics in Knowledge-based Society.

Formative Assessments - Surface

Find examples in your classroom/hallway/school of Natural and Man-Made objects.

Unsplash photo by Annie Spratt

Unsplash photo by Annie Spratt

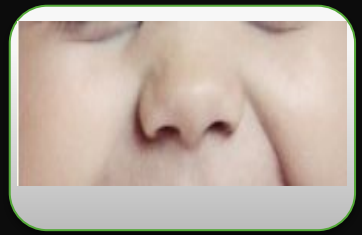
Exploring Environments

How do we ‘explore’ our environments?

Teacher note: this is an opportunity to review work done/initiate work on senses and how they can assist us in learning about and experiencing our environments.

How can we explore our environments?

How can we know and describe what is in the environments?



Review of Senses

Can you name our 5 senses?

Let's Do A *Card Sort*!

With your partner, place the card on the sense you would use to identify it.

source: www.kindergartenkindergarten.com

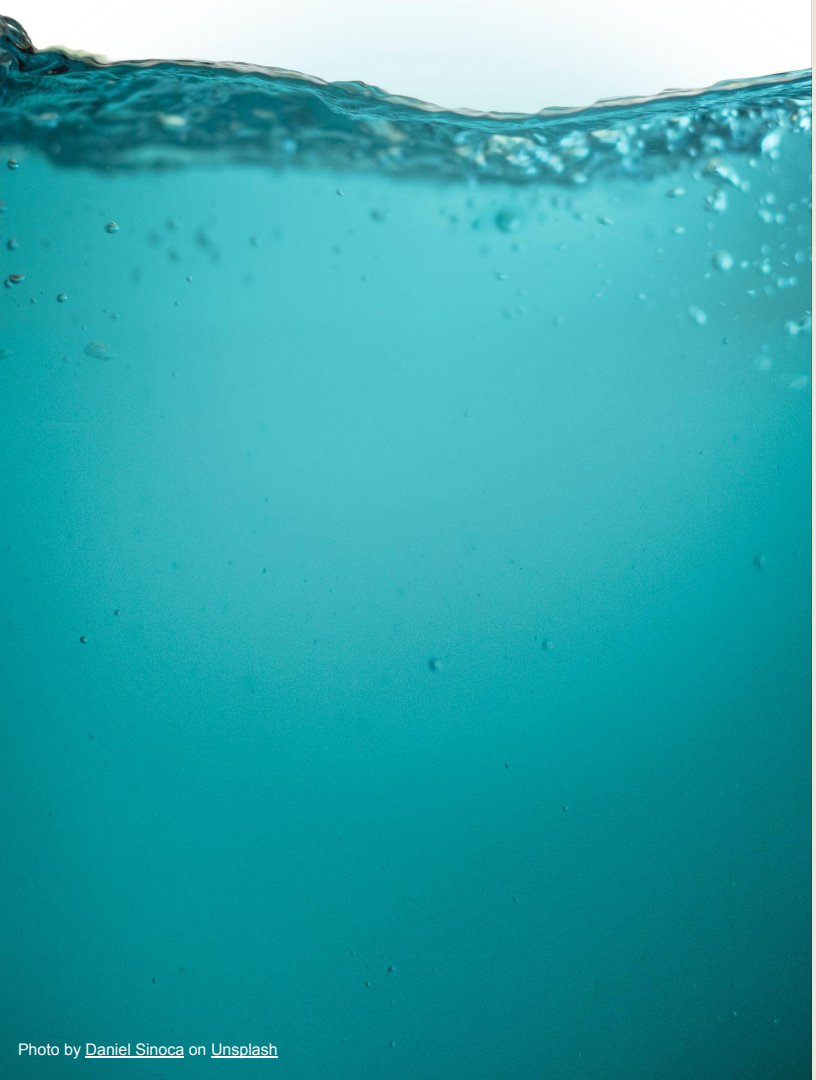


Photo by Daniel Sinoca on Unsplash

07

Deep Level Activities

What are some objects that are the same and different in each of these environments?
How can we use our senses to explore them?

An environment includes [plants, animals, (humans)]
Environments are made of Man-Made structures and Natural things including air,water,land,rocks..)

Using My Senses in the Environment

Look at the following 3 pictures.

In each picture, which of your senses would you use and what would you use them for?

Are there any object in each of the picture that you would use more than one sense to identify?

Are there any items that would use all 5 senses?

(Assessment)

Using My Senses in the Environment - which one's will you use? How?

Unsplash photo by zelijkosantrac

iStock photo by Imgorthand

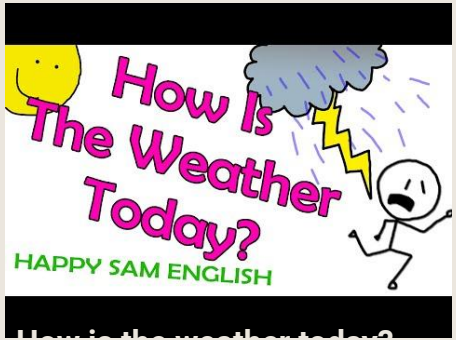
Unsplash photo by Omar Ram

What is your favorite environment? (*Why*)

What about it makes it your favorite?

How do environments change? [weather, daytime, night time]

https://www.youtube.com/watch?v=_EuNb2k2fKs



Look at these environments.






How are they the same?
How are they different?





Let’s Look at Some Environments Again!

What do you notice?
What questions/wonders do you have?
Are they Natural or Man-Made or both? Explain.






Let's Look at Some Environments

What do you notice?
What questions/wonders do you have?
Are they Natural or Man-Made or both? Explain.

Source: Geographical Features

Dreamstime stock photo ID 2098450 by John Young

Natural vs Man-Made - a Review Video

Deep Assessment:

You are going to go on a walk or scavenger hunt! I want you to find 5 man-made things and 5 natural things.

Sort them into natural and man-made based on what you have learned.

Challenge: Can you think of a different sorting rule for your items?

Cross Curricular: Art project-

You can choose to draw OR collect natural and man-made items that you can use to make a craft (example- leaves, pipe cleaner, grass, rocks...)

Use the items you found to get creative to make a piece of art. This is your chance to be creative and explore they crafting you would like to do. Submit a photo or video and be sure you can explain what type of materials you are using.

Source: Lethbridge School Division

Identify the natural and man-made objects.

Unsplash photo by Omar Ram

How are First Nations Peoples connected to the land (environment)?
If we care for Mother Earth, she will care for us.

How can we help respect and care for our land?

Honouring Our Land

Indigenous Leadership Initiative:

@indigenousleadershipinitiative

RESPECT & CARE

People of the Land

As Aboriginal people, our relationship with the land shapes who we are and our place in the world. Featuring Cree, Blackfoot, Dene and Nakota people, People of the Land takes the viewer on a beautiful journey of people and place.

The Learning Circle

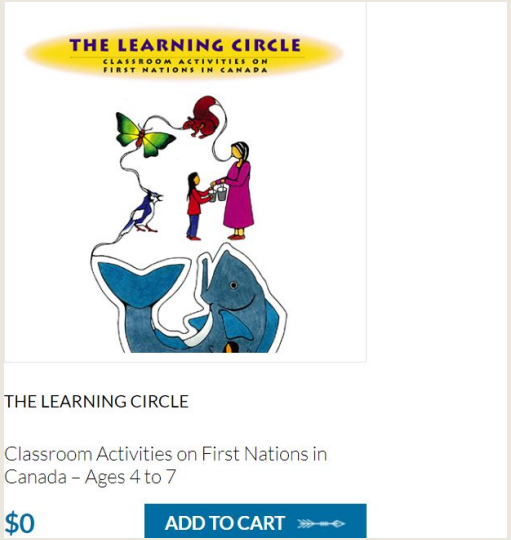
Read the Story of *Crow and Little Bear* (pages 27-36) and use the discussion questions at the end to prompt student thinking about respect and care of one another and the land.

1. COAST SALISH STORY — CROW AND LITTLE BEAR

CROW AND LITTLE BEAR

A long time ago, there was a crow who lived by a big river. It was a very big river, with a strong rushing current and fierce rapids. The river was full of fish, but the current was too fast for Crow to attempt fishing. If she fell in the river, she would be swept downstream.

One morning, Crow awoke to find a little bear on the beach by the river. Little Bear was a stranger, and looked lost. Crow watched Little Bear curiously. Little Bear spent



http://www.otc.ca/pages/education.html

pages 18-26 seasons

Kindergarten lesson plans

In *All About Waste*, students learn about the importance of waste management.

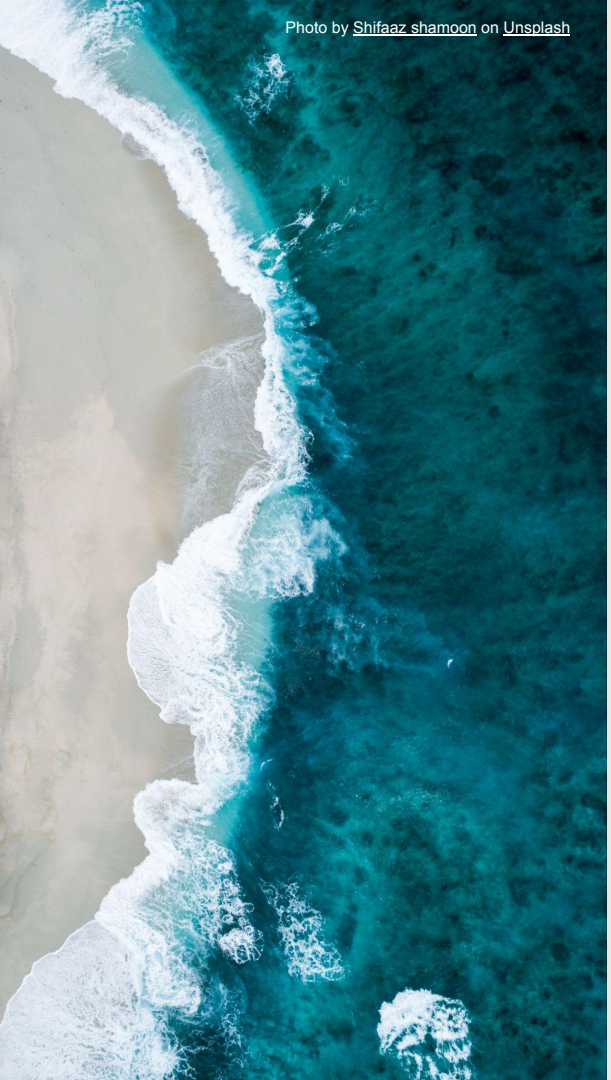
Through song, story, and play, students are introduced to the 3R's and how to sort their garbage, recycling, and green bin waste.

Lesson package:

- Kindergarten lesson outline
- Curriculum connections
- PowerPoint presentation and notes
- “Let’s sort it out” worksheet
- School waste sorting posters
- Access to an online waste sorting game

Download Kindergarten lesson plan and materials (ZIP)

Source: Peel Region School Board, Ontario



08

Transfer & Assessment

Photo by Monica Sedra on Unsplash

Transfer –
My Favorite Environment

- Design an environment using plasticine, play dough, lego, blocks, pictures or anything else that would help make your favorite environment. (Samples)
- What makes this environment your favorite?
- Is your environment Man-Made or Natural? Which of your senses do you use in your environment?
- How will you make sure your environment is cared for and respected?

Computer Science
Angela Dearing

- What exactly IS Computer Science?
- What does successful integration of Computational Thinking across the grades look like?
- How can we teach it and support each other integrating computational thinking into instructional practices effectively when we've never taken a computer science course ourselves?

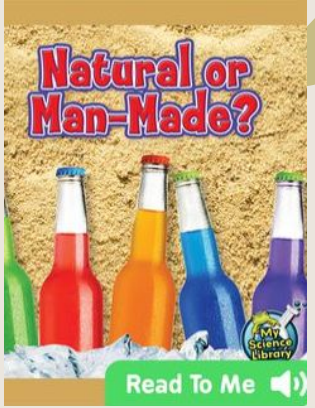
- Kindergarten CS Connections to Earth Systems
- Exploring Computer Science: Kindergarten

Resources

Resources to Consider

- Alberta Regional Professional Development Consortia
- Sparkle Box
- Mystery Science
- Let's Talk Science
- Edmonton Catholic Schools Curriculum Crates
- Sample "concept introduction" activities (ARPDC)
- Concept Maps (ARPDC)
- ARPDC Site
- Common Sense Education
- Edmonton Public Scope and Sequence
- New LearnAlberta

Natural or Man-Made - A Read Aloud by Kelli Hicks
EPIC Book



Recycling Lesson Plans for Preschoolers:
This resources explores recycling in Indiana but slides and resources cn easily be adapted to your local context.
Source: Indiana Department of Environmental Management

Recycling Activity Sheets Sheet 1 Sheet 2
Source: K5Learning - Our **free science worksheets** currently cover kindergarten through grade 3 science topics in the **life sciences**, **earth sciences** and **physical sciences**. Topics include plants, animals, our bodies, food & nutrition, weather and seasons, energy, properties of heat, light and sound, forces and motion and materials.

Under One Sun

Environment to Discuss -
Shared Reading, Elders
Sharing, Links to Core Subjects

Kindergarten to Grade 2

Kindergarten
Little Books

Grade 1
Little Books

Grade 2
Little Books

Under One Sun

NELSON

KEEPERS OF THE EARTH

Native American Stories and Environmental Activities for Children

Michael J. Caduto and Joseph Bruchac

Foreword by N. Scott Momaday
Illustrations by John Kahionhes Fadden and Carol Wood

Native American/Education

"*Keepers of the Earth* is a sensitive and well thought-out guide for helping children love and care for the Earth. I heartily recommend it as a resource for parents and teachers."

—Joseph Cornell,
author of *Sharing Nature with Children* and *Listening to Nature*

This environmental classic teaches children respect and stewardship for the Earth and all living things. Joseph Bruchac's lyrical retellings set the stage for Michael Caduto's abundance of related activities.

- Connects to social studies, science, environmental studies, and other content areas.
- Uses a holistic approach suitable for all ages.
- Provides field-tested activities.
- Includes charts, illustrations, and graphs to enhance the projects and concepts.

Michael J. Caduto is an internationally known, award-winning author, storyteller, ecologist, educator, and musician. He travels widely presenting environmental and cultural performances, speeches and workshops for children and adults. His recent books include *Earth Tales from Around the World* and *The Crimson Elf: Italian Tales of Wisdom*. He lives in Vermont.

Joseph Bruchac, a scholar of Native American culture, is an internationally known and award-winning Abenaki author, poet, and storyteller. His writings have appeared in more than five hundred publications, from *Parabola* to *National Geographic* and *Smithsonian* magazines. He is author of the novels *Dawn Land* and *Long River* and other books for children. He lives with his wife in upstate New York.

Look for other Fulcrum books in this series: *Keepers of the Animals*, *Keepers of Life*, and *Keepers of the Night*.

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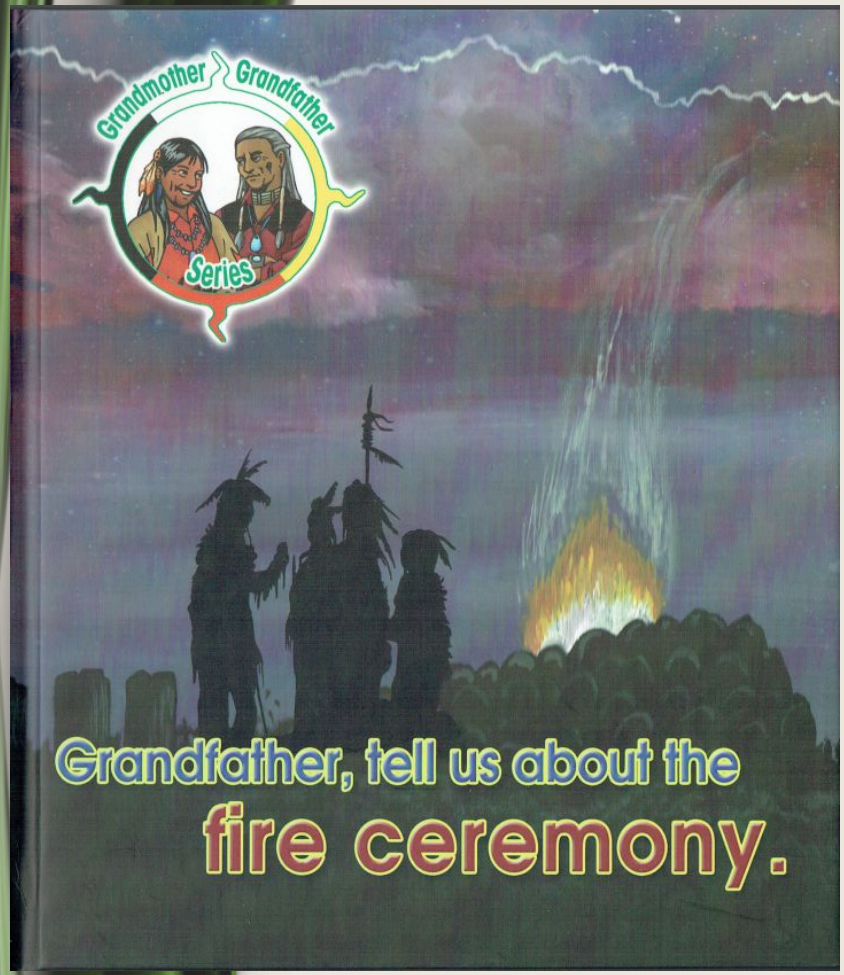
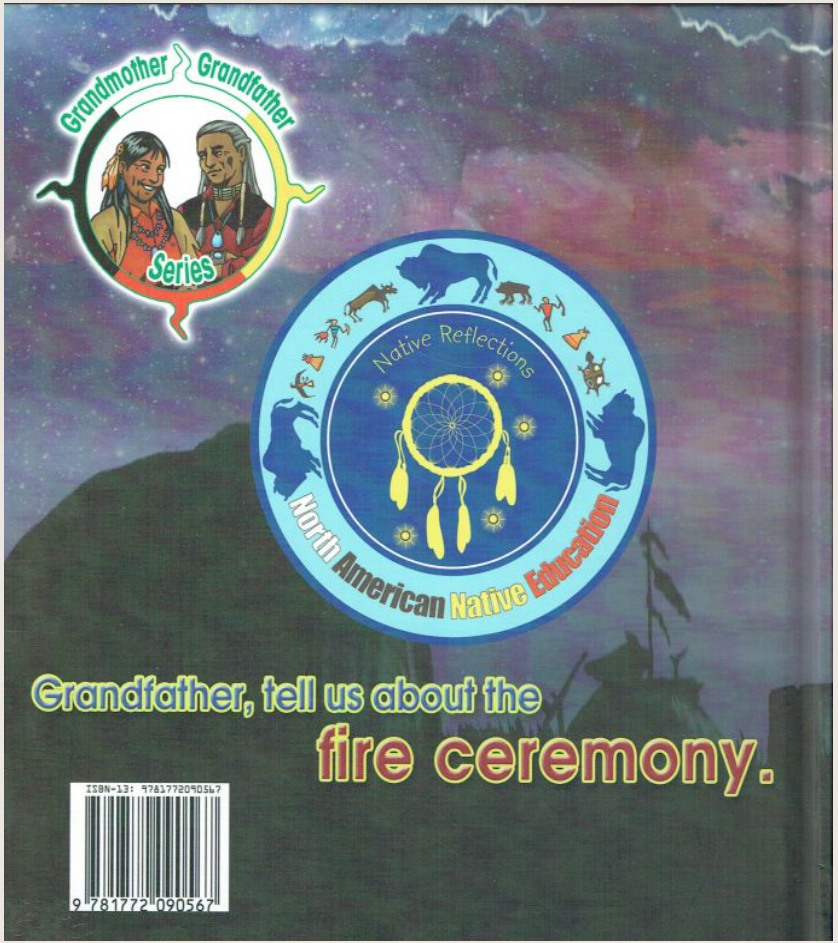

Grandmother Grandfather
Series
Grandfather, tell us about the
fire ceremony.


Grandmother Grandfather
Series
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North American Native Education
Grandfather, tell us about the
fire ceremony.
ISBN-13: 9781772090567
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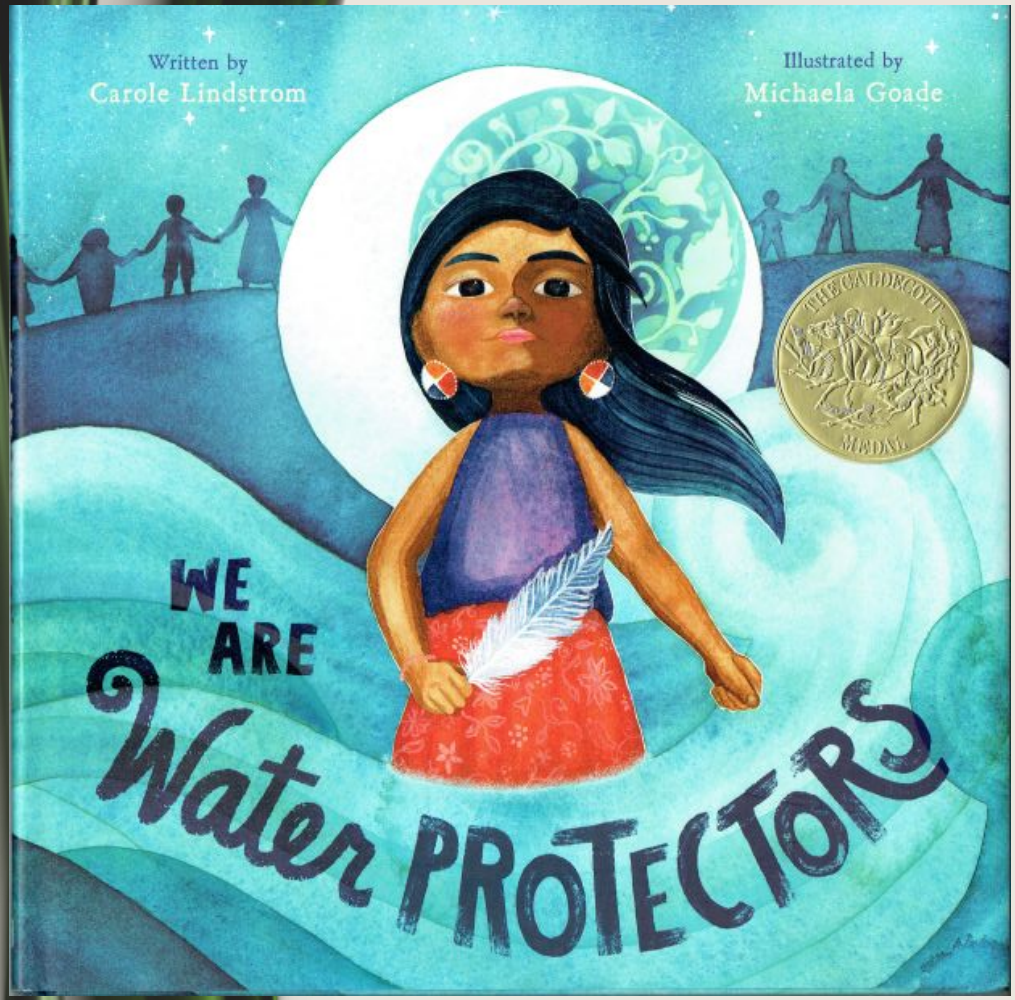
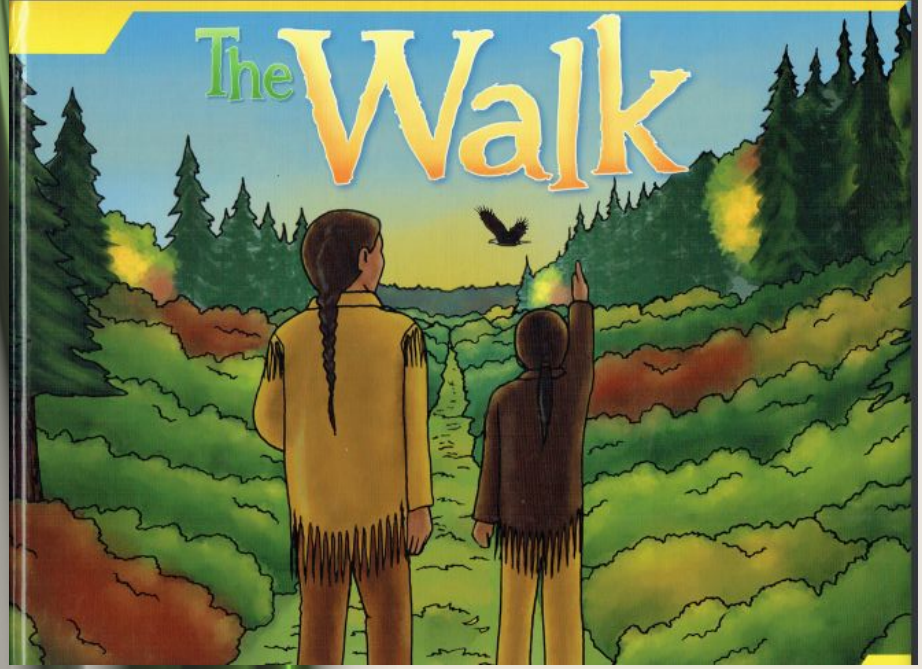
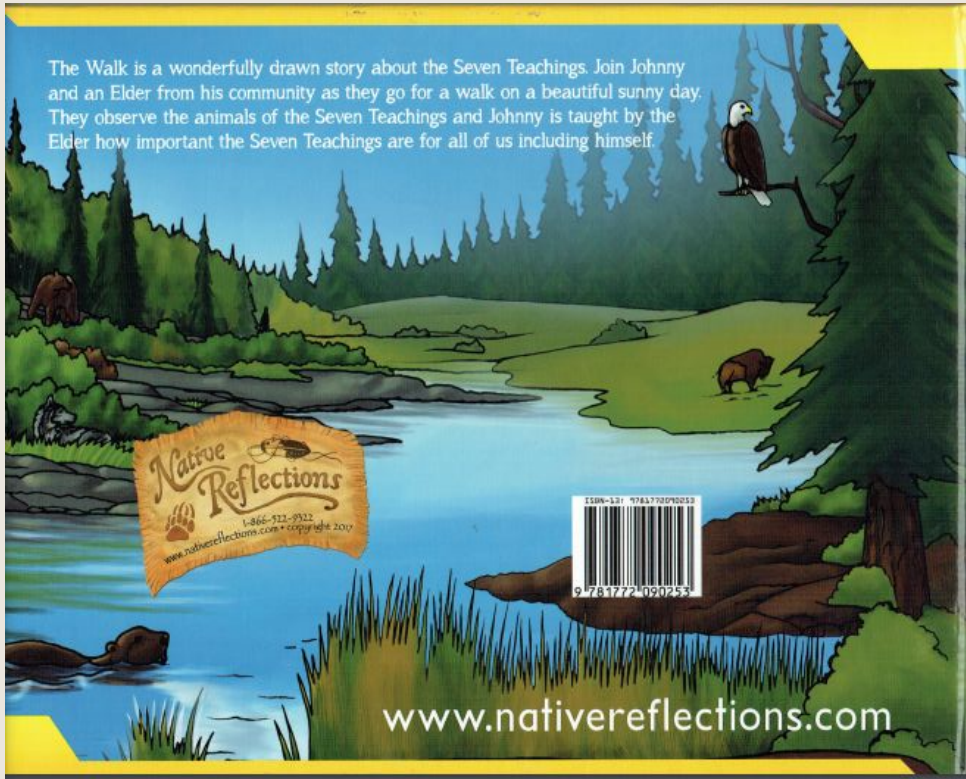


Several Read-ALouds and YouTube versions available.


The Walk


The Walk is a wonderfully drawn story about the Seven Teachings. Join Johnny and an Elder from his community as they go for a walk on a beautiful sunny day. They observe the animals of the Seven Teachings and Johnny is taught by the Elder how important the Seven Teachings are for all of us including himself.
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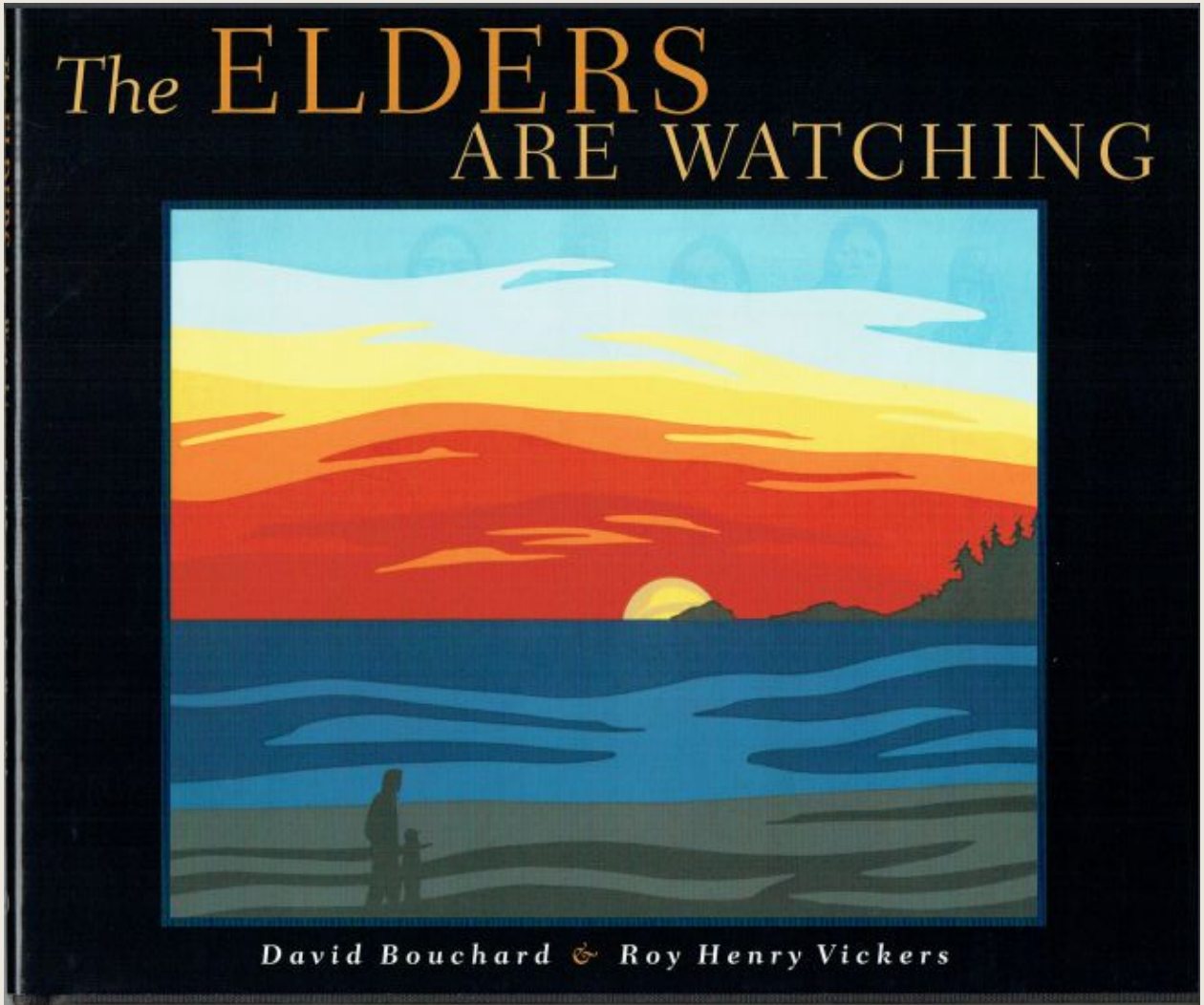
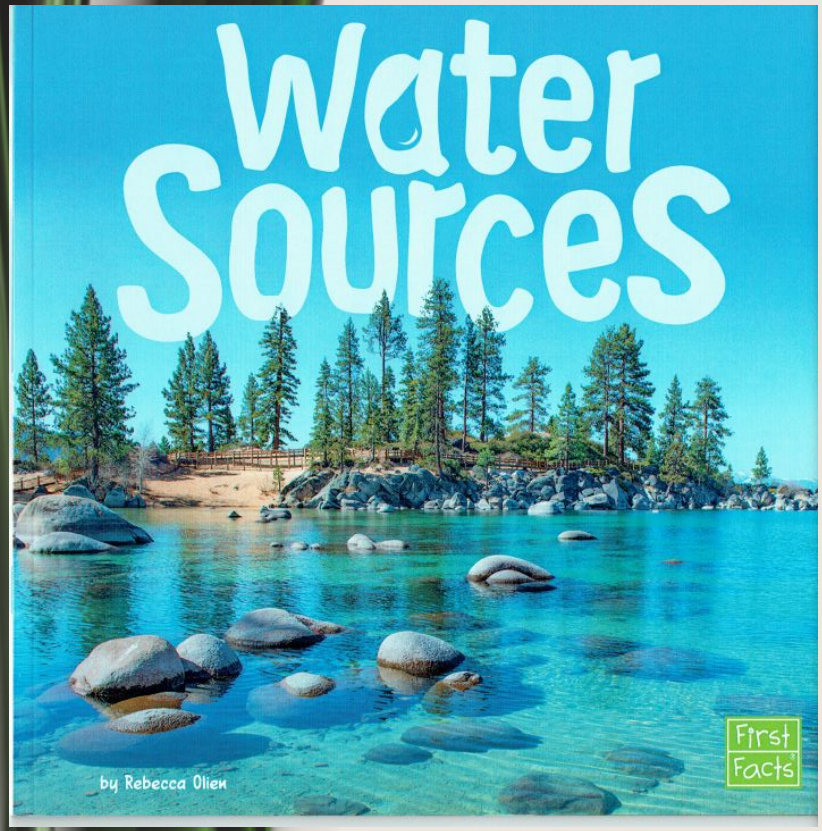

The ELDERS
ARE WATCHING
David Bouchard & Roy Henry Vickers



Water Sources

How much water is on Earth? Learn about all the different places on Earth we find water. Discover facts about rivers, ocean, lakes, groundwater, and water that is frozen on Earth.

Water in Our World

Water is all over our world. From rivers and lakes to oceans, water makes up 70 percent of Earth's surface. Learn where water comes from and its role in the weather. Discover how human actions are damaging water on Earth and why it must be protected.

Titles in this set:

Cleaning Water · Saving Water · The Water Cycle · Water Sources

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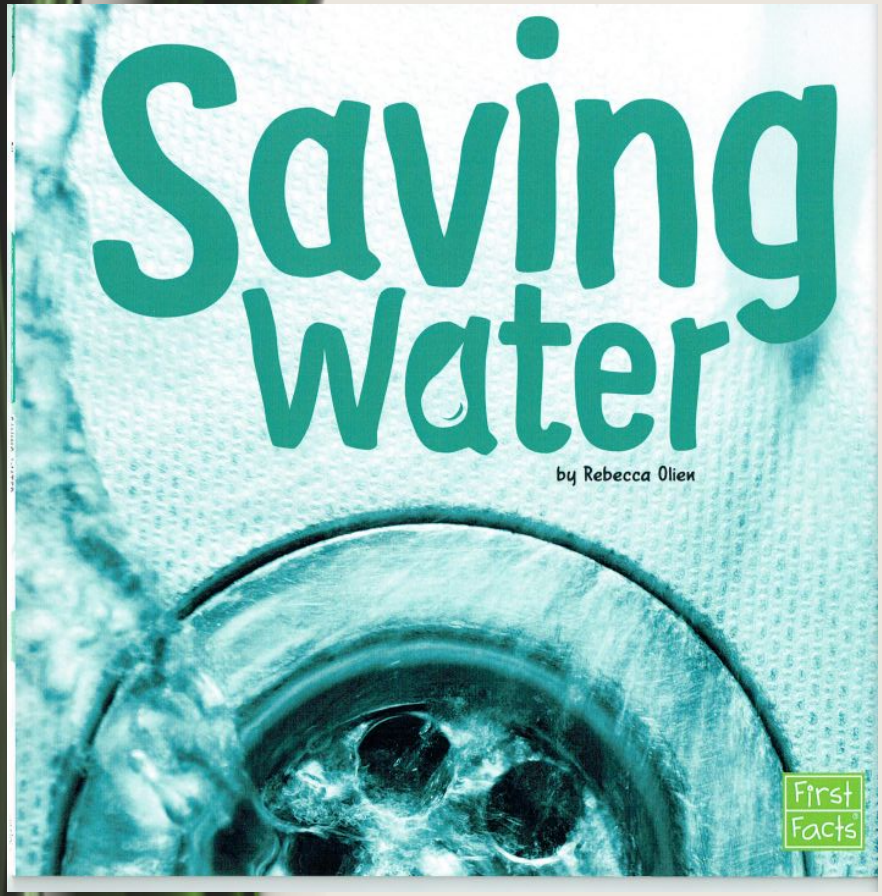

Saving Water

Why do we need to save water? Learn about the importance of saving water and ways that water is saved and reused. Discover the many ways that you can help save water.

Water in Our World

Water is all over our world. From rivers and lakes to oceans, water makes up 70 percent of Earth's surface. Learn where water comes from and its role in the weather. Discover how human actions are damaging water on Earth and why it must be protected.

Titles in this set:

Cleaning Water | Saving Water | The Water Cycle | Water Sources

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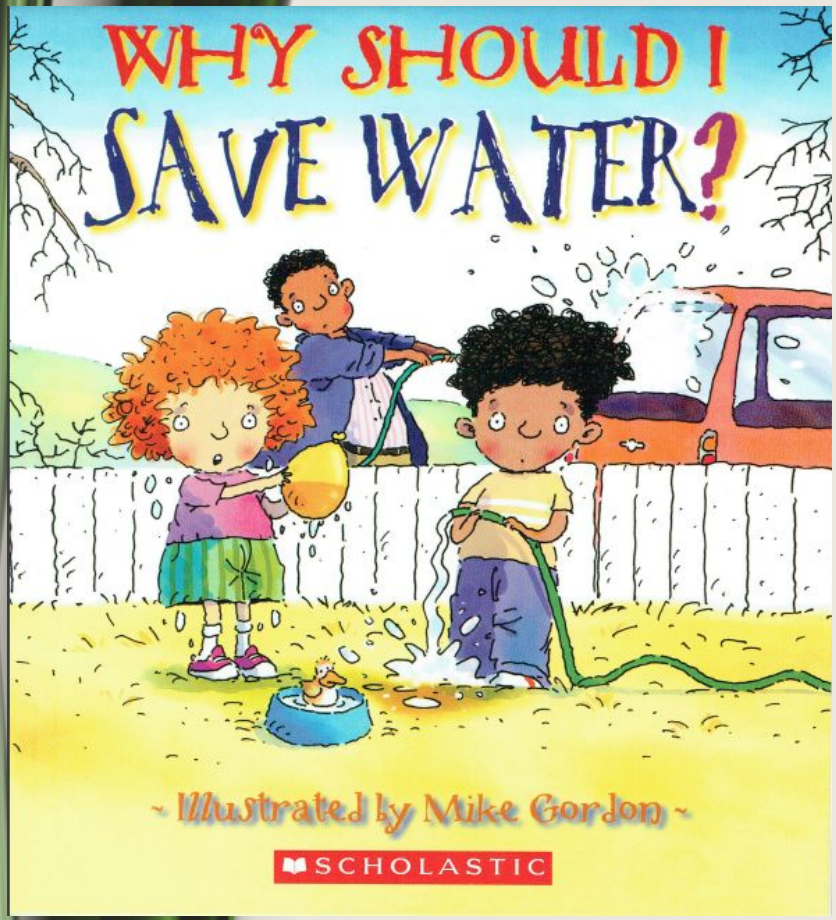

Part of a child's development is asking questions and learning about the environment. With amusing pictures and simple text, this book shows the importance of saving water.

Added notes for parents and teachers will help them use this book most effectively.

TITLES IN THE SERIES

WHY SHOULD I Protect Nature?
WHY SHOULD I Recycle?
WHY SHOULD I Save Energy?
WHY SHOULD I Save Water?

This edition is available for distribution only through the school market.
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Posted and Upcoming Sessions (ARPDC)

Have been Completed Before the End of June

- Introductory Videos
- Living Systems - May 1 (Grade 1) +
- Matter - June 8 (Kindergarten) +

Coming in the Next School Year
Fall (6-8 weeks apart)

- Earth Systems (Oct 10 - 19)
- Energy (November 20 - 29)
- Space (Feb 5, 6, 12)

Check the CARC or ERLC website for registrations

Thanks!

Do you have any questions?

czarski@carcpd.ab.ca

ted.zarowny@erlc.ca

Photo by Gaelle Marcel on Unsplash