

# Water Supply and Water in the Environment

Subject/Grade Level: *Grade 3 and 4*

Title: *Water Supply and Water in the Environment*

Competency: *Water Supply and Water in the Environment*

KCh Learner Values: ***Community – Oriented***  
*Pay more attention to the correct means of preserving personal health.*

Critical Issue: *Clean water in different bodies of water*

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## **I. Objectives**

At the end of the session, students should be able to:

- Understand Water Supply and water cycle;

## **II. Essential Understanding**

- Water Cycle is made up of a few main parts namely, Evaporation, Condensation, Precipitation and Collection.

## **III. Essential Questions**

- What are the processes involved in Water Cycle?

## **IV. Summary of the Episode**

This episode tackles the different sources of water and the healthy benefits we can get from drinking clean water.

## **V. Pre-Viewing (Motivation)**

1. As part of the motivational activity, ask the students to group themselves into 5 or 6. Present to them the story below:
  - *I am Josh. I am a Grade 4 Student here in our small barrio. On my way home I saw my classmates playing and wasting so much water. I told them not to play with it because water is very important. They said they don't care, continued what they were doing. I know what I did was right. I will still continue to remind them every day that water is very important.*
2. Ask the students to think deeply on the story. Then ask the following questions:
  - a. What was the story about?
  - b. Do you know of the same story/situation in your community?
  - c. How do you feel about it?
3. Tell the students that in the video they are about to see, water supply and water in the environment will be explained further.

## **VI. Viewing Proper**

- **AGOS(Grade 3 and 4)**  
**"Water Supply and Water in the Environment"**

## **VII. Post Viewing**

1. **Questions** (re the episode)
  - a. What was the program about?
2. **Review Questions** (re content)
  - a. What is water cycle and how does it work?
  - b. Where does water come from?
3. **Deepening**
  - a. How has your community benefited from water?
  - b. Do you know or have you heard of any abuse or misuse of water in your community? If you do, share the story with the whole class. If there is none, share with the class how your community is using water.
  - c. When does a person or a group of persons violate water and abuse water supply?

#### 4. **Group Work/Activity**

- Ask the students to perform a short skit or play identifying the forms of water and water supply abuse, and what they can do to stop such.

#### **VIII. Synthesis and Valuing**

To end the session, ask the following:

1. Most people abuse and misuse water. How does this affect the community and the environment?
2. What can you do to help preserve and conserve water?

#### **IX. Homework**

For their homework, give the students the following activities:

1. Ask your parents how they protect and conserve water in your community.
2. Are they part of any organizations committed to help preserve water?
3. Let the students submit their accomplishment report on their efforts in conserving water.

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It can also be used in:

- Biology
- Social Studies (Civics and History)
- Values Education
- Other subjects discussing conservation of water and water supply

## Wastewater

Subject/Grade Level:

*Grade 3 and 4*

**Title:** *Wastewater*

**Competency:** *Bodies of Water, Our Surroundings and Waste Water*

**KCh Learner Values:** ***I am Responsible**  
Aware of the consequences of the choices I make on myself and on others*

**Critical Issue:** *Proper Waste Disposal, Maintenance of Sewage Systems and  
Environmental pollution*

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## **X. Objectives**

At the end of the session, students should be able to:

- Define Waste Water;
- Familiarize with the surroundings;

## **XI. Essential Understanding**

- Wastewater is water that has been used (as in manufacturing process, cleaning, water used while taking a bath etc.)

## **XII. Essential Questions**

- What is wastewater?

## **XIII. Summary of the Episode**

This episode discusses the different ways ON how we can clean wastewater and preserve our bodies of water.

## **XIV. Pre-Viewing (Motivation)**

### **1. REMEMBER, PAIR AND SHARE**

Prepare a picture/photo/drawing illustrating waste, dirty water, and bodies of water. Present it to the students. Ask them to pair up, look closely at the picture, reflect and

share each other's answer to the following questions:

- What comes to your mind as you look at the picture/photo/drawing?
- Is there any person who you think of as you look at the picture/photo/drawing? Who is that person, and how is he/she related to the picture/photo/drawing?
- How does the picture, photo/drawing relate to your idea of water and bodies of water?

Invite them to share their ideas to the class.

2. Prep the students that in the video they are about to see, wastewater, bodies of water and the surroundings will be explained further.

#### **XV. Viewing Proper**

- **AGOS(Grade 3 and 4)**  
**"Wastewater"**

#### **XVI. Post Viewing**

5. **Questions** (re the episode)

- a. What was the program about?

6. **Review Questions** (re content)

- a. According to the video, what is wastewater?
- b. How is wastewater treated before it is returned to the river?

7. **Deepening**

Ask the students to form small groups of five (5), and think of five (5) words/phrases that have something to do with **WASTEWATER**. Allow them to brainstorm for five minutes, and instruct them to explain how each word is related to WATER. Give a prize to the first group to share ideas.

Ask the students to form groups of ten and brainstorm on the causes of the destruction of our bodies of water. Have them report their ideas to other groups.

**XVII. Synthesis and Valuing**

To end the session, ask the following:

3. Explain and analyze how pollution and wastewater can affect the bodies of water in a community.
4. What can be done to prevent this from happening?

**XVIII. Homework**

Make the students list strategies or ways to prevent and preserve the different bodies of water. Have them plot their entries in the appropriate columns of the following table.

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What do I think	What will I say	What will I do

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It can also be used in:

- Biology
- Social Studies (Civics and History)
- Values Education

# TokaToka Environment

Subject/Grade Level:	<i>Grade 3 and 4</i>
Title:	<i>TokaToka Environment</i>
Competency:	<i>Beneficial and Harmful interactions of organisms to the environment</i>
KCh Learner Values:	<b><i>I am compassionate</i></b> <i>Recognizes the need for kindness and compassion in society</i>
Critical Issue:	<i>Contributions to the environment given the different negative situations (waste disposal, illegal connections, sewage problems etc)</i>

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## **XIX. Objectives**

At the end of the session, students should be able to:

- Internalize your own “toka” for the environment;
- Understand the beneficial interactions of organisms to the environment;
- Understand the harmful interactions of organisms to the environment.

## **XX. Essential Understanding**

- Organisms can only survive in environments in which their needs are met. Within ecosystems, organisms interact with and are dependent on their physical and living environment.

## **XXI. Essential Questions**

- What characteristics make plants and animals well-suited for the ecosystem in which they live?

## **XXII. Summary of the Episode**

This episode tackles the different ways in which we can protect our environment. It also includes the animals that can be seen in terrestrial and aquatic habitats.

### XXIII. Pre-Viewing (Motivation)

#### 3. CHARADE (What's going on?) Game

Invite the students to form three big groups where members will take turns in getting a slip of paper from a jar and read the *focus word/phrase* (**terrestrial, aquatic, interactions, fish, chickens**) written on it. After which, the member of the first group to draw the paper from the jar will describe the *focus word/phrase through* action/pantomime. The first member of the other two groups to guess the *focus word/phrase* right will get a corresponding score for his/her group, and he/she or his/her group mate will have the chance to draw another paper from the jar before he/she will mime or act it out for others to guess. Allow this to continue until all the *focus words/phrases* have been described. The group with the highest score wins.

4. Tell the students that in the video they are about to see, beneficial and harmful interactions among organisms will be explained further.

### XXIV. Viewing Proper

- **AGOS(Grade 3 and 4)**  
**"Tokatoka Environment"**

### XXV. Post Viewing

8. **Questions** (re the episode)
  - a. What was the program about?
9. **Review Questions** (re content)
  - a. According to the video, differentiate terrestrial from aquatic?
  - b. Can you remember any "toka" in the video? Cite one example and explain.
10. **Deepening**

Motivate the students to do the activity where they will retain their groupings. Provide them with another chart (same as in activity 3), and ask each group's representative to think of another word he/she can relate to any of the key words (***terrestrial, aquatic, interactions, fish, chickens***). He/she is given 10 seconds to do this. If he/she fails, the other groups can steal. Let the process continue for ten minutes. Give a corresponding score to the group that can give a correct answer. Consider the group with the highest score as the winner.

#### **XXVI. Synthesis and Valuing**

To end the session, ask the following:

5. How can an organism adapted to a particular environment become extinct if the environment changes?
6. What would most likely happen to an organism if the conditions within the ecosystem were to change?

#### **XXVII. Homework**

For their homework, give the students the following activities:

4. Let the students submit an essay on their personal "toka" to the environment. Let them explain their work the next day.

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It can also be used in:

- Biology
- Social Studies (Civics and History)
- Values Education

## Water and Sanitation

Subject/Grade Level: *Grade 3 and 4*

Title: *Water and Sanitation*

**Competency:** *Parts and Functions of Living Things*

**KCh Learner Values:** ***I am Community- oriented**  
Aware that he/she has a role in the community*

**Critical Issue:** *Sanitation programs available for the base of the pyramid communities.*

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### **XXVIII. Objectives**

At the end of the session, students should be able to:

- Understand the characteristics of living things;
- Determine the parts and functions of living things;

### **XXIX. Essential Understanding**

- There are different practices and healthful habits for the proper care of the sense organs and other external parts of the body

### **XXX. Essential Questions**

- How should we take care of our sense organs?

### **XXXI. Summary of the Episode**

This episode focuses on sanitation and production of clean water. This also includes the use of water to protect the different sense organs.

### **XXXII. Pre-Viewing (Motivation)**

#### **1. BE A CRITIC**

Instruct the students to watch the video, and be a **critic**. Ask them to find out how the video show/illustrates the proper ways on taking care of our senses. Make them list all the possible ways on how to do it (as presented in the video). Make them share their ideas with others.

2. Tell the students that in the video they are about to see, sanitation and how to take care of our sense organs will be explained further.

### **XXXIII. Viewing Proper**

- **AGOS**(Grade 3 and 4)  
“Water and Sanitation”

### **XXXIV. Post Viewing**

11. **Questions** (re the episode)

- a. What was the program about?

12. **Review Questions** (re content)

- a. According to the video, why do we need to take care of our sense organs?
- b. Cite one sense organ and explain how to take care of it.

13. **Deepening**

Ask the students to work in groups of five and discuss the ways on how to take care of the sense organs. Have them document this by arranging a demonstration of each step. Ask them to complete and present the demonstration to other groups.

### **XXXV. Synthesis and Valuing**

To end the session, explain the following to the students:

#### **Tips in taking care of the sense organs**

- **Eyes**  
Sometimes dust enters their eyes and makes them feel itchy. Make sure that they

don't rub it. You get a basin of clean water. Let them open and close their eyes in the water

- **Ears**

When taking them to a bath, be careful so that water will not enter their ears. This goes also on going to a swimming pool or a beach.

- **Mouth**

When kids brush their teeth, let them brush the tongue gently also to make it clean. Most of the bacteria are not found on the teeth but in the tongue.

- **Nose**

Use soft, clean cloth or tissue paper to clean their nose.

- **Skin**

Protect them from too much sunlight because it will make the skin dry and it will prevent dehydration. Let them take a bath daily. And make sure to put fruits and vegetables on their meals.

### **XXXVI. Homework**

For their homework, give the students the following activities:

5. Invite the students to review everything they learned/created/work on from this episode. They may include any pieces they did on their own. Ask them to select one piece of writing or one activity that they consider as their best work. Lead them to explain how it influenced their understanding of the importance of our sense organs.

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It can also be used in:

- Biology
- Social Studies (Civics and History)
- Values Education

