**Summary:** Students learn about the three phases of water: solid, liquid, and gas. They see examples of them and use instruments to represent them as they try to solve the riddle, “Which Season Am I?”

**Grade:** First

**Subject Areas:** Science, Social Studies

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**Common Core Standards and Benchmarks**

Reading Standards – Informational Text

1. Ask and answer questions about key details.
2. Ask and answer questions about meaning of words.
3. Distinguish between info from text and illustrations.

**NexGen Standards and Benchmarks**

LS1.C Plants need water and light.

**NM Science Standards and Benchmarks**

I.1.1.1. Make observations, develop simple questions, and make comparisons of familiar situations (e.g., What does the seed look like when it starts to grow?). *compare water in different seasons*

II.1.1. Observe that the three states of matter (i.e., solids, liquids, and gases) have different properties (e.g., water can be liquid, ice, or steam).

**Social Studies Standards and Benchmarks**

Geography II.C.1.1 Identify examples of and uses for natural resources in the community, state, and nation.

Geography II.F.1.1 Describe the role of resources in daily life.

Econ IV.A.1.1 Understand how resources are limited and varied in meeting human needs.

Econ IV.A.1.2 Define and differentiate between needs / wants.
<table>
<thead>
<tr>
<th>Summary: Students will play a board game in small groups in which they move backward for wasting water and advance for saving water. They will learn the importance of saving water here in the desert of New Mexico, and simple things they can do every day to save.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: Second</td>
</tr>
<tr>
<td>Subject Areas: Social Studies and Science</td>
</tr>
<tr>
<td>Common Core Standards</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.2.1.A Students will participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.2.3 Students will ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
</tr>
<tr>
<td>Next Gen Standards</td>
</tr>
<tr>
<td>ESS1.C: Water is found in the ocean, rivers, lakes and ponds.</td>
</tr>
<tr>
<td>ETS1: There is always more than one possible solution to a problem.</td>
</tr>
<tr>
<td>NM Social Studies Standards</td>
</tr>
<tr>
<td>II-F 2.1. Describe ways that people and groups can conserve and replenish natural resources.</td>
</tr>
<tr>
<td>II-C 2.1 Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.</td>
</tr>
<tr>
<td>II-B 2.2 Explain how people depend on the environment and its resources to satisfy their basic needs.</td>
</tr>
</tbody>
</table>
Summary: Students learn about where water exists on earth. By traveling through the water cycle, they learn about freezing, melting, evaporation, condensation, and precipitation. Side discussions include:

- the difference between weather and climate,
- how pollution can enter the water cycle,
- and how pollutants in water can and cannot move.

Grade: Third

Subject Areas: Science, Social Studies

NextGen Standards and Benchmarks

ESS2.D: Weather and Climate
- Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2) (Describe a desert climate. Can it rain there?)

Common Core Standards and Benchmarks

Reading Standards – Informational Text
2. Ask and answer questions about key details.
4. Ask and answer questions about meaning of words.
6. Distinguish between info from text and illustrations.

NM Science Standards and Benchmarks

II.III.3.4. Identify how water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes, e.g., freezing/condensation, precipitation, evaporation.

III.I.3.4. Know that using poisons can reduce the damage to crops caused by rodents, weeds, and insects, but their use may harm other plants, animals, or the environment.

Social Studies Standards and Benchmarks

Geol.II-F.3.1 Identify the characteristics of renewable and nonrenewable resources.

Civ.II.A.3.2 Describe and give examples of “public good.”

Civ.II.A.3.1 Explain the significance of participation and cooperation in a classroom and community.

Civ.II.D.3.2 Understands the impact of individual and group decisions on communities in a democratic society.

For RIO Field Trip Standards and Benchmarks, Visit:
http://www.abcwua.org/education/WaterFest.html
# Leaky Faucet

Based on Project WET: A Drop in the Bucket and Money Down the Drain

Albuquerque Bernalillo County Water Utility Authority

<table>
<thead>
<tr>
<th>Summary:</th>
<th>Students learn how little fresh drinking water we have on Earth. They measure and calculate wasted water from a leaky faucet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Five</td>
</tr>
<tr>
<td>Subject Areas:</td>
<td>Science, math</td>
</tr>
</tbody>
</table>

## Common Core Standards and Benchmarks

**Speaking and Listening Standards Grade 5**
1. Engage effectively in collaborative discussions with diverse partners on grade 5 topics . . .

**Measurement and Data Grade 5**
- Convert like measurement units within a given system.
- Relate volume to the operations of multiplication and addition and solve real work math problems using volume.

## NexGen Science Standards and Benchmarks

**Science and Engineering**
- Conduct an investigation collaboratively to produce data . . . PSI-4
- Make observations and measurements to produce data . . . PSI-3
- Measure and graph quantities such as weight (volume) . . . PSI-2
- Use models to describe phenomena . . . 5-PS3-1

## NM Science Standards and Benchmarks

**II.I.5.2 Use appropriate technologies (e.g., calculators, computers, balances, spring scales, microscopes) to perform scientific tests and to collect and display data.**

**II.III.5.2. Use mathematical skills to analyze data.**

**II.III.5.3. Make predictions based on analyses of data, observations, and explanations.**

**II.III.II.5.3. Know that most of Earth’s surface is covered by water, that most of that water is salt water in oceans, and that fresh water is found in rivers, lakes, underground sources, and glaciers.**

## Social Studies Standards and Benchmarks

**II.C.5.1 Describe how man-made and natural environments have influenced conditions in the past.**

**Geo.II.F.5.1 Understand how resources impact daily life.**

Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.