



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 3: Lesson 2**

### **Determining the Main Idea and Key Details: “Dry Days in Australia”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can answer questions using specific details from informational texts. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can make connections between specific sentences and paragraphs and the overall text. (RI.3.8)

**Supporting Learning Targets**

- I can determine the main idea of “Dry Days in Australia.”
- I can determine the key details of “Laying Down the Law” or “Using Less” from “Dry Days in Australia.”

**Ongoing Assessment**

- Students’ annotated text “Dry Days in Australia”



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Being Well Aware (5 minutes)</li><li>Unpacking Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading and Answering Questions about “Dry Days in Australia” (20 minutes)</li><li>Writing the Main Idea Statement (12 minutes)</li><li>Finding Key Details from the Sections “Laying Down the Law” or “Using Less” (13 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Adding to the New Being Well Aware Anchor Chart (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read “Water Conservation for Kids” with someone at home.</li><li>Select one thing you will do to become more well aware by conserving water. Write a quick commitment card that names your commitment and why you selected this action</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, you build a new Being Well Aware anchor chart. This anchor chart will be added to in Lessons 3 and 4 and used in the remainder of the unit as a reference when students create their VoiceThread presentations.<ol style="list-style-type: none"><li>During Work Time A, you read “Dry Days in Australia” aloud. This serves three purposes:</li><li>This text’s Lexile is above grade level, and reading it aloud helps students access the content.</li><li>This text includes many unfamiliar proper nouns. Reading aloud exposes students to fluent reading of these new terms.</li><li>Reading aloud gives students the context so that they can challenge themselves and focus on the key details related to content.</li></ol></li><li>“Dry Days in Australia” includes a number of examples of cause and effect. Some of these are noted in text-dependent questions. Consider drawing out others and highlighting them to reinforce standard RI.3.8, which was addressed and assessed in Unit 1.</li><li>In Lessons 2–4, students discuss their reading in pairs. Pair students with someone who was not in their research group from Unit 2 to give students opportunities to work with different students and to share their learning. Also, seek to pair students heterogeneously, but not at extreme ends of the range. This will ensure the students can support each other with text as needed. Based on the level of any ELLs, decide whether to partner these students with native speakers or students who speak their same home language. Consider having students work with these same partners in Lessons 3 and 4.</li><li>In advance: Determine which pairs will read “Laying Down the Law” and which will read “Using Less.” Note that “Laying Down the Law” is a little bit simpler. If necessary, prepare a way to communicate this efficiently.</li><li>Cut the Subtitle Definition cards. Be sure to shuffle them so they are not in order. Consider printing them on card stock.</li><li>Create new copies of the Determining the Main Idea and Key Details task cards. Note that this task card was used in a previous unit, and the choice to use it again in Unit 3 was intentional, as the texts are generally more complex and the content shifts from science to social studies.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Locate a world map on which Australia is clearly displayed.</li><li>• Post: Power Words/Water Words anchor chart, Determining the Main Idea and Key Details anchor chart, learning targets.</li></ul>

Lesson Vocabulary	Materials
drought, severe, coping, restrictions	<ul style="list-style-type: none"><li>• Being Well Aware anchor chart (new; teacher created; see supporting materials)</li><li>• World map (teacher-selected in advance; one to display)</li><li>• “Dry Days in Australia” (one per student and one to display)</li><li>• Document camera</li><li>• Equity sticks</li><li>• Subtitle Definition cards</li><li>• Power Words/Water Words anchor chart (begun in Unit 1, Lesson 2)</li><li>• Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8)</li><li>• Determining the Main Idea and Key Details task card (specific to today’s lesson; answers, for teacher reference)</li><li>• Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6)</li><li>• Highlighters or colored pencils (one per student)</li><li>• Sticky notes (one per student)</li><li>• “Water Conservation for Kids” <a href="http://www.thewaterpage.com/water-conservation-kids.htm">http://www.thewaterpage.com/water-conservation-kids.htm</a> (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Being Well Aware (5 minutes)</p> <ul style="list-style-type: none"><li>• Continue to build excitement about creating a VoiceThread. Ask students to share with a partner one thing they discussed with someone at home about becoming well aware.</li><li>• Invite a few volunteers to share their ideas. Add these to the new Being Well Aware anchor chart.</li><li>• Tell students that today and for the next few lessons they will read about how people in other parts of the world are <b>being well aware</b>.</li></ul>	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"><li>• Direct students’ attention to the posted learning targets and read the first one aloud.</li><li>• Ask volunteers to share what they remember about determining the main idea.</li><li>• Tell students that in today’s lesson they will read about Australia.</li><li>• Call on a volunteer to find Australia on the <b>world map</b>.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading and Answering Questions about “Dry Days in Australia” (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Project <b>“Dry Days in Australia”</b> on the <b>document camera</b>. Read the title and subtitle aloud to students. Share some of the facts from the “At a Glance” section in simple language to expand their background knowledge about Australia.</li><li>• Ask students to share with their partners their initial ideas about what they think this text will be about.</li><li>• Use <b>equity sticks</b> to call on a few students. Assure them that it’s OK if their ideas are incomplete. Listen for ideas like: “People in Australia have less water to use because there isn’t enough rain.”</li><li>• Divide students into predetermined pairs (see teaching notes).</li><li>• Distribute one set of <b>Subtitle Definition cards</b> to each pair. Ask students to arrange the phrases into a sentence with their partners.</li><li>• When they have a sentence, prompt students to flip the cards over and write the words or phrases from the subtitle that correspond to the definition.</li><li>• Call on a few volunteers to share their sentences or a word and definition.</li><li>• Add <i>drought</i> to the Water Words section of the <b>Power Words/Water Words anchor chart</b>. Add the other words to the Power Words sections.</li><li>• Distribute “Dry Days in Australia” to students. Read the text aloud to students. Invite them to follow along as you read the text aloud, slowly and fluently.</li></ul>	<ul style="list-style-type: none"><li>• Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and promoting accountability. Any student who gives the signal is communicating readiness to share.</li><li>• Consider posting the questions you ask to support visual learners.</li><li>• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• After you finish reading, ask the following questions. After each question, give students time to return to the text to find their answers. Use a variety of strategies to elicit their responses, such as pulling equity sticks, having students turn and talk to a partner, or calling on volunteers.<ul style="list-style-type: none"><li>* “In the section “How Much Longer,” what evidence does the author give that drought is “nothing new” in Australia?” (An experiment with rain-making guns was abandoned more than a century ago. The central desert has never been able to support farming or the needs of large communities.)</li><li>* What words from this section explain why this drought is worse?” (“The past decade has been the driest on record for the state of Victoria....” “The current drought is more widespread.”)</li></ul></li><li>• The author uses many examples of cause and effect in this article to help the reader understand how the drought and water restriction have impacted life in Australia.<ul style="list-style-type: none"><li>* “In the section “Laying Down the Law,” the author explains many of the effects of the water restrictions. What is one of them?” (People can water their lawns only on certain days. People reuse water from their shower to water trees.)</li><li>* “Reread the second sentence of “Using Less.” Put this sentence in your own words.” (There are more and more people, so farmers need to produce more food.)</li><li>* “Why did the author include this [second] sentence?” (To explain cause and effect—when there are more people, they need more food. It takes water to grow food. )</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider asking struggling learners to answer just one text-dependent question. This focuses them on the reading, but gives them a more manageable focus.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Writing the Main Idea Statement (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>the Determining the Main Idea and Key Details task card</b> to students and project a copy on the document camera. Remind students that this is the same task card they used in Unit 1.</li><li>• Direct students’ attention to Part 1 of the task card, and read the second step aloud: “In your own words, what is the main idea of this text? Write your main idea statement on the back of your text.”</li><li>• Ask students:<ul style="list-style-type: none"><li>* “What do you remember about writing a main idea statement?”</li></ul></li><li>• Record responses on the board.</li><li>• Responses should include:<ul style="list-style-type: none"><li>– It should address all the major sections of the text.</li><li>– It should pull together the most important ideas.</li><li>– It should be short, only one or two complete sentences.</li></ul></li><li>• Tell students that they will have about 5 minutes to discuss with a partner the main idea of “Dry Days in Australia” and then write their own main idea statements. Remind them that they can refer to the <b>Determining the Main Idea and Key Details anchor chart</b> to support their thinking.</li><li>• Circulate and observe students’ work. To prompt thinking, ask questions like these to individuals, small groups, or the whole class:<ul style="list-style-type: none"><li>* “What is helping you determine the main idea?”</li><li>* “What is this text mostly about?”</li></ul></li><li>• You might ask follow-up questions such as:<ul style="list-style-type: none"><li>* “How do the text features like the titles and subtitles, text boxes, and captions help you to determine the main idea? Are there any text features that don’t support the main idea?”</li><li>* “Which picture best helps you to understand the main idea? Why?”</li></ul></li></ul>	





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>After 5 minutes, call students together. Use equity sticks to select a few students to share. As needed, clear up misconceptions and guide students to the main idea. (There is not enough water in Australia because of droughts. People in Australia work hard to conserve water to make sure that there is enough for everyone.</li> </ul>	
<p><b>C. Finding Key Details from the Sections “Laying Down the Law” or “Using Less” (13 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students’ attention to the posted learning targets. Ask a volunteer to read the second target aloud.</li> <li>Tell students they will now take a deeper look at one section of “Dry Days in Australia—either “Laying Down the Law” or “Using Less”—and work on the second part of the Main Idea and Key Details task card.</li> <li>Project the Determining the Main Idea and Key Details task card on the document camera. Ask a volunteer to read the directions for Part 2 aloud.</li> <li>Refer to the Determining the Main Idea and Key Details anchor chart. Remind students that the approaches they used in previous lessons may be helpful.</li> <li>Tell each pair which section of the text they will be working on. Distribute a <b>highlighter or colored pencil</b> to each student.</li> <li>Give students about 10 minutes to work with a partner on Part 2 of the Main Idea and Key Details task card.</li> <li>Circulate as students work. As needed, ask questions like:               <ul style="list-style-type: none"> <li>* “Why did you select this passage as a key detail?” (Listen for approaches from the Determining the Main Idea and Key Details anchor chart.)</li> <li>* “Did you notice any other words or phrases that signaled importance?” (Listen for: “many.” Note: If this word is not yet on your anchor chart, you may want to add it.)</li> </ul> </li> <li>After about 10 minutes, gather the class together. Give specific positive praise for strategies you saw students using to determine the key details such as noticing words like “most” and language that shows cause and effect, like “but,” “so,” and “used to.”</li> <li>If students finish early, invite them to skim the text for other ways in which Australians are “well aware.”</li> </ul>	<ul style="list-style-type: none"> <li>Consider pulling small groups for support with the text.</li> <li>Display these questions for students to reference.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Adding to the New Being Well Aware Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute one sticky note to each student.</li><li>• Give directions for a closing activity:<ol style="list-style-type: none"><li>1. Find a partner who did not read your section of the text.</li><li>2. Share a few key details that you identified. Select two details (one from each section) that explain how people in Australia are well aware.</li><li>3. Choose one detail that your <u>partner</u> shared and write it on <u>your</u> sticky note.</li></ol></li><li>• Invite students to post their sticky notes on the new Being Well Aware anchor chart.</li><li>• Call out a few strong ideas that relate to the text.</li><li>• Distribute “<b>Water Conservation for Kids</b>” and preview the homework.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read “Water Conservation for Kids” with someone at home.</li><li>• Select one thing you will do to become more well aware by conserving water. Write a quick commitment card that names your commitment and why you selected this action.</li><li>• Extension: Work with an adult to research how much water that change would save in a month.</li></ul>	<ul style="list-style-type: none"><li>• In preparation for the next lesson, review the sticky notes. Remove any duplicates. If you choose, transcribe these on the Being Well Aware anchor chart.</li></ul>



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# Grade 3: Module 4: Unit 3: Lesson 2

## Supporting Materials



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Being Well Aware Anchor Chart  
For Teacher Reference

Note: Answers will vary based on the input of the students from homework, the text, and past research. Possible answers from the text are listed below. Consider titling the sections of the anchor chart to correspond with pages 28 and 29 of *One Well: The Story of Water on Earth*. You may want to include an “Other” section.

Being Well Aware	
<b>Learn More and Educate Others</b>	
<b>Join Others</b>	<ul style="list-style-type: none"><li>• Pass laws to encourage people to save water</li></ul>
<b>Conserve Water</b>	<ul style="list-style-type: none"><li>• Limit lawn watering</li><li>• Use cool water from the shower to water plants</li><li>• Use buckets to wash cars</li><li>• Take short showers</li><li>• Use water-saving showerheads</li><li>• Limit baths</li><li>• Turn off leaky faucets</li><li>• Design houses that save water</li><li>• Drink from a cup instead of the faucet</li></ul>
<b>Protect Water</b>	
<b>Improve Access</b>	
<b>Other</b>	



“Dry Days in Australia”

World

A warning sign for boats sits on the bottom of the empty Green Hill Lake. The lake is outside the small town of Ararat, which is about 125 miles west of Melbourne. *Right: Surfers at Point Plomer in New South Wales.*



# Dry Days in A

## SEVERE DROUGHT HAS MILLIONS OF AUSTRALIANS COPING WITH WATER RESTRICTIONS

by Ann Weil in Melbourne, Victoria

In Australia, most people live within a 30-minute drive of the ocean. For many of them, going to the beach is a part of everyday life. So are severe **drought**, and laws that dictate how and when water can be used.

**Words to Know**

- **down under:** nickname for Australia, so-called because it lies so far south of the equator.
- **drought:** a prolonged, abnormally dry period when there is not enough rainfall to meet normal or expected needs.

Lachlan McDonald, 14, and his 16-year-old brother, Mitchell, live with their parents and younger sister in Beaumaris (*boh-MAR-iss*). Their hometown is an attractive suburb of Melbourne, with spacious ranch houses on tree-lined streets. The brothers love to surf. But restrictions on freshwater have changed their routine—including the long hot showers they used to take afterward. “When you go surfing and it’s freezing and

you want to have a hot shower, you can’t,” Lachlan tells *JS*. “When you can, it’s too short to really warm up.”



Lachlan

### How Much Longer?

The past decade has been the driest on record for the state of Victoria, which includes Melbourne, one of Australia’s largest cities. Research into Melbourne’s future water supplies is not encouraging. A recent study commissioned by local water officials identified climate trends that include more hot, dry days and less rain overall,

ILLUSTRATION: JEFFREY MAYER FOR SCHOLASTIC; COURTESY OF ANN WEIL; LACHLAN: TONY BEZ/PHOTOS; MELBOURNE: JEFFREY MAYER FOR SCHOLASTIC; COURTESY OF ANN WEIL; LACHLAN: TONY BEZ/PHOTOS; MELBOURNE: JEFFREY MAYER FOR SCHOLASTIC; COURTESY OF ANN WEIL; LACHLAN: TONY BEZ/PHOTOS

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“Dry Days in Australia”



# Australia

## At a Glance

**ABORIGINAL PEOPLES LIVED IN AUSTRALIA FOR MORE THAN 40,000 YEARS BEFORE THE ARRIVAL OF EUROPEANS.** Though treated by white settlers as a single group, Aboriginals were of many cultures, and spoke about 200 different languages. They still suffer from discrimination.

**AUSTRALIA'S FIRST EUROPEAN SETTLERS WERE BRITISH CONVICTS, SENT THERE IN 1788 AS PUNISHMENT.** Many were paupers who had committed petty crimes, such as stealing food. Australians were once sensitive about that ancestry, but today most are proud of their heritage.

**KANGAROOS, A FAMILIAR SYMBOL OF AUSTRALIA, DO NOT GIVE BIRTH IN TIMES OF SEVERE DROUGHT.**

but with more flooding during storms.

For Australia—which is a continent as well as a country—drought is nothing new. Its “red center,” or desert, has always lacked enough water to support farming or the needs of large communities. But the current drought is more widespread.

Some experts believe that climate change is contributing to Australia’s dry spell. Others see it as part of the continent’s long-term weather pattern.

More than a century ago, a meteorologist named Clement Wragg persuaded his local government in the state of Queensland to build rain-making guns and fire them at passing



Mitchell

clouds. Wragg was convinced that this would create a whirlwind inside the clouds, resulting in rain. On a cloudy day in 1902, the guns were aimed at the sky, and the mayor gave the order to fire. A few drops of rain began to fall, followed by a light shower. But the next time the guns were fired, they blew up. The experiment was abandoned.

### Laying Down the Law

The current drought is affecting people all over the country. Australians no longer take water for granted. “I used to drink water straight from

*Continued on next page →*



Instead, an embryo’s development halts until the drought ends. After a good rainy season, a kangaroo may give birth to

two joeys (baby kangaroos) of different ages!

**AUSTRALIA IS IN THE SOUTHERN HEMISPHERE.** Its name comes from a Latin word meaning “of the south.” When North America is experiencing winter, it’s summer **down under**. Many Australians celebrate Christmas by going to the beach.





## “Dry Days in Australia”

World

TEEN  
DIARY

A REPORT  
FROM  
AUSTRALIA



Ellie Vandestadt

“One Bath  
All Year”

I've had only one bath all year, and I felt guilty about it. I have two-minute showers, but it's pretty easy [to stick to], and you don't wash your hair every day.

I [went] on a bike trip called the Great Victorian Bike Ride. We rode about 600 kilometers [about 373 miles] over nine days and slept in tents. We rode through areas that were in stage-four water restrictions. [Even though] we were covered in dirt and sweat, we weren't allowed to shower.

[This drought] is scary. So many people who live in the country, they don't have what they need to make a living. [You save water] because if you don't do it, you're a bad person, and you feel guilty. But you don't really need that long in a shower anyway. It's no big deal. Two minutes is enough.

—Ellie Vandestadt, 18

the tap,” Mitchell tells *JS*. “But now I use a cup. We are always conscious of the amount of water we use.”

Victoria lawmakers introduced water-saving rules in 2005. Additional water restrictions kick in whenever water reserves fall below specified levels. Current restrictions put strict limits on lawn-watering. People may water their gardens only at certain times on certain days, using only watering cans or hoses with trigger-spray nozzles.

Many Australians keep buckets in the shower to catch the cool water while they wait for it to get warm. Then they tip the cool water out in the yard to water plants and trees. They also use a bucket of water to wash their cars, because doing it with a handheld hose is now illegal.

“We used to have a sprinkler on the lawn that we would play in,” recalls Lachlan.

“But we couldn't do that now.”

Using Less

Most Australians—about 90 percent—live in big cities hugging the coasts. The population continues to grow, so farmers must produce more food. Since many of them irrigate with river water, waterways are being reduced to muddy trickles. The price of food has skyrocketed.

“I am scared about the drought,” Mitchell admits. “I think everyone is. When I was much younger, my family and I were down at the beach. I saw a tap that was broken, and we could not turn it off. I went to sleep crying, because I was so scared that we would have no water left.

“If the drought keeps up the way it's been going, many people will have to move away or we will have no water,” Mitchell adds. “I do think my future will be affected by the drought. I am looking to be an architect, so if I become one, I will have to design houses that are water-saving houses.”

Australians are encouraged to use water-saving showerheads that limit the flow of water. Some have timers in their bathrooms to remind family members to take shorter showers.

Although people may be fined for using sprinklers or washing their cars, the government is not peeking into people's bathrooms to see how long they are in the shower. So why don't they cheat?

Lachlan says that he feels a moral responsibility. “You see people on the news, and they don't have water, and they can't grow stuff. I am not taking all the water for myself. I can use a little less and get by.” *JS*




A prolonged drought has led to more bush fires (above) and flooding storms (below).

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Subtitle Definition Cards



<b>A really bad</b>	<b>time of no rain</b>	<b>has Australians</b>
<b>dealing with</b>	<b>limits on how much water they can use</b>	



<b>A really bad</b>	<b>time of no rain</b>	<b>has Australians</b>
<b>dealing with</b>	<b>limits on how much water they can use</b>	





**Determining the Main Idea and Key Details Task Card**

Answers for Teacher Reference

**Learning target:** I can determine the main idea and key details of an informational text.

**Part 1: Determining the Main Idea**

1. Read the text.

2. In your own words, what is the **main idea** of this text? On the **back** of your text, write a #1, then write a **main idea** statement.

(Answers will vary. Look for: There is not enough water in Australia because of droughts. People in Australia work hard to conserve water to make sure that there is enough for everyone.)

Note: Students will generate this with a partner, then as a class.

**Part 2: Finding Key Details**

Reread the text. As you read, highlight the **key details** that you think support the main idea.

(Answers will vary. Look for: Australians sometimes keep buckets in their shower to save water. Some Australians use timers to remind them to take shorter showers.)

**Part 3: Revising the Main Idea Statement**

1. If needed, revise your main idea statement. Write a #2 next to it. Put a ✓ if you choose not to revise.

Note: Students are not asked to revise their main idea in this lesson.

“Water Conservation Tips”

Are You Ready?

Appendix A

## Appendix A: Water Conservation Tips

Indoor Water  
Conservation Tips

### General

- Never pour water down the drain when there may be another use for it. Use it to water your indoor plants or garden.
- Repair dripping faucets by replacing washers. One drop per second wastes 2,700 gallons of water per year!
- Check all plumbing for leaks. Have leaks repaired by a plumber.
- Retrofit all household faucets by installing aerators with flow restrictors.
- Install an instant hot water heater on your sink.
- Insulate your water pipes to reduce heat loss and prevent them from breaking.
- Install a water-softening system only when the minerals in the water would damage your pipes. Turn the softener off while on vacation.
- Choose appliances that are more energy and water efficient.

### Bathroom

- Consider purchasing a low-volume toilet that uses less than half the water of older models. **Note:** In many areas, low-volume units are required by law.
- Install a toilet displacement device to cut down on the amount of water needed to flush. Place a one-gallon plastic jug of water into the tank to displace toilet flow (do not use a brick, it may dissolve and loose pieces may cause damage to the internal parts). Be sure installation does not interfere with the operating parts.
- Replace your showerhead with an ultra-low-flow version.
- Place a bucket in the shower to catch excess water for watering plants.
- Avoid flushing the toilet unnecessarily. Dispose of tissues, insects, and other similar waste in the trash rather than the toilet.
- Avoid taking baths—take short showers—turn on water only to get wet and lather and then again to rinse off.
- Avoid letting the water run while brushing your teeth, washing your face, or shaving.

### Kitchen

- Operate automatic dishwashers only when they are fully loaded. Use the “light wash” feature, if available, to use less water.
- Hand wash dishes by filling two containers—one with soapy water and the other with rinse water containing a small amount of chlorine bleach.
- Clean vegetables in a pan filled with water rather than running water from the tap.
- Start a compost pile as an alternate method of disposing of food waste or simply dispose of food in the garbage. (Kitchen sink disposals require a lot of water to operate properly).
- Store drinking water in the refrigerator. Do not let the tap run while you are waiting for water to cool.



“Water Conservation Tips”

Appendix A

Are You Ready?

- Avoid wasting water waiting for it to get hot. Capture it for other uses such as plant watering or heat it on the stove or in a microwave.
- Avoid rinsing dishes before placing them in the dishwasher; just remove large particles of food. (Most dishwashers can clean soiled dishes very well, so dishes do not have to be rinsed before washing)
- Avoid using running water to thaw meat or other frozen foods. Defrost food overnight in the refrigerator or use the defrost setting on your microwave oven.

**Laundry**

- Operate automatic clothes washers only when they are fully loaded or set the water level for the size of your load.

**Outdoor Water  
Conservation Tips**

**General**

- Check your well pump periodically. If the automatic pump turns on and off while water is not being used, you have a leak.
- Plant native and/or drought-tolerant grasses, ground covers, shrubs, and trees. Once established, they do not need water as frequently and usually will survive a dry period without watering. Small plants require less water to become established. Group plants together based on similar water needs.
- Install irrigation devices that are the most water efficient for each use. Micro and drip irrigation and soaker hoses are examples of efficient devices.
- Use mulch to retain moisture in the soil. Mulch also helps control weeds that compete with landscape plants for water.
- Avoid purchasing recreational water toys that require a constant stream of water.
- Avoid installing ornamental water features (such as fountains) unless they use recycled water.

**Car Washing**

- Use a shut-off nozzle that can be adjusted down to a fine spray on your hose.
- Use a commercial car wash that recycles water. If you wash your own car, park on the grass so that you will be watering it at the same time.

**Lawn Care**

- Avoid over watering your lawn. A heavy rain eliminates the need for watering for up to two weeks. Most of the year, lawns only need one inch of water per week.
- Water in several short sessions rather than one long one, in order for your lawn to better absorb moisture.
- Position sprinklers so water lands on the lawn and shrubs and not on paved areas.



“Water Conservation Tips”

Are You Ready?

Appendix A

- Avoid sprinklers that spray a fine mist. Mist can evaporate before it reaches the lawn. Check sprinkler systems and timing devices regularly to be sure they operate properly.
- Raise the lawn mower blade to at least three inches or to its highest level. A higher cut encourages grass roots to grow deeper, shades the root system, and holds soil moisture.
- Plant drought-resistant lawn seed.
- Avoid over-fertilizing your lawn. Applying fertilizer increases the need for water. Apply fertilizers that contain slow-release, water-insoluble forms of nitrogen.
- Use a broom or blower instead of a hose to clean leaves and other debris from your driveway or sidewalk.
- Avoid leaving sprinklers or hoses unattended. A garden hose can pour out 600 gallons or more in only a few hours.

**Pool**

- Install a new water-saving pool filter. A single back flushing with a traditional filter uses 180 to 250 gallons of water.
- Cover pools and spas to reduce evaporation of water.