Water parent guide

You do not need to be an expert to read this book together. Your job is to ask how the explanation works and give the learner room to think.

What this book helps explain

Follow drinking water and wastewater while separating treatment, pressure and flow.

Three short conversations

First, ask: If water looks clear after filtering, is it necessarily safe to drink?

Next, read “What a filter can and cannot do” together. Ask the learner to draw the idea and explain one unfamiliar term. Use the glossary rather than guessing.

Then use the activity below. Let the learner try before reading the answers on the next page. Ask what information would change the answer.

Try it together

Draw a fictional path from source to treatment, storage, faucet, drain and wastewater treatment. A faucet runs at 6 liters per minute for 5 minutes. In a separate network example, 1,000 liters enter and 850 liters are recorded as delivered, with no change in storage.

1. How much water leaves the faucet?

2. What is the network's unexplained balance?

3. Why does clear appearance not establish safety?

A small activity at home

Draw the route to and from a faucet. Do not taste experimental filtered water or open plumbing, treatment chemicals or sewer access.

Water conversation notes

Answers to discuss

1. 6 × 5 = 30 liters.

2. 1,000 - 850 = 150 liters. Investigate leakage, unmetered uses and measurement error rather than assuming one cause.

3. Hazards may be invisible. A filter's capability depends on its design; disinfection and chemical treatment perform different jobs.

Listen for this distinction

Pressure and flow are related but not interchangeable. This activity does not establish that any real water is safe.

Useful follow-up

A 10-liter-per-minute faucet running for 3 minutes also uses 30 liters. Explain how the rate and duration can change while the amount stays the same.

When the explanation is unclear

Ask “Which part are we sure about?” and “Can you show me with a smaller example?” Say when you do not know. Read the relevant chapter together and check its sources if the question goes beyond the example.

Signs of understanding

The learner can explain the idea in their own words, use a diagram or example, and say one thing the example does not prove. Repeating the book word for word is not the goal.

Keep the conversation comfortable

Use fictional people and amounts. Do not require personal disclosures. Short sessions are enough; stop before frustration turns reading into a test.

Reading route

What a filter can and cannot do; Disinfection is a different job; Flow: how much passes in a time

Companion to Water: NOW It Makes Sense by Sonny Saggar. First edition. This guide uses original supplementary teaching examples.