



# Lesson 5

Introduction – Water We Talking About?



Learning Standards & Assessment



Time



Resources



Activities



Handouts



Video







## Science

### Big Ideas

- ▶ Materials can be changed through physical and chemical processes.
- ▶ Water is essential to all living things, and it cycles through the environment.

### Content

- ▶ The water cycle
- ▶ Physical ways of changing materials



**30-45 minutes**



Educator's Kits, including hardcopy lesson plans and support materials, are available for loan through the CRD. For pickup locations, print-friendly materials and multimedia tools see [www.crd.bc.ca/teacher](http://www.crd.bc.ca/teacher) or contact the CRD at 250.360.3133.

## Lesson 5a:

# Introduction – Water We Talking About?

## Purpose

This is the first of seven lessons exploring the physical properties of water. This brief lesson introduces students to the topic. Subsequent lessons are:

- ▶ Lesson 5b: Forms of Water
  - Part One: Liquid and Solid
  - Part Two: Vapour
- ▶ Lesson 5c: Water Actions
  - Part One: Evaporation and Condensation
  - Part Two: Precipitation
- ▶ Lesson 5d: Water Cycle

*Note: this series of lessons requires particular planning and scheduling to allow for set up and observation time of experiments.*

## Preparation

- ▶ Photocopy student handout What is Water (1/student) blank or lined.

## Procedure

1. Begin with a brainstorming session on the question “What is water?” Record student responses on the board.
2. Guide their responses until they have identified words such as liquid, solid, ice, snow, fog, and cloud. Point out that these words describe the states or properties of water. All of these things equal water, just in different forms.
3. Identify some of the outstanding questions in the KWL chart under the Wonder column. Explain to students that over the next little while they will be engaging in a variety of experiments to help them answer these and other questions.
4. Distribute the student handout, “What Is Water?” Have students use this handout to write or draw about something they thought about during the discussion of “What is Water.”
5. Have students add their completed handouts to their Water Portfolios.

**Teacher Resources**

- ▶ Assessment Tool: “What is Water”

**Student Resources**

- ▶ Handout: “What is Water” (1/student)

**Lesson Resources**

- ▶ KWL chart (began in Lesson 1)

**Assessment Opportunity**

Use the assessment tool, “What Is Water?”, to note students’ abilities to make observations, form conclusions, and record details. Use this same assessment tool for lessons 5a through 5d.

**Curricular Competencies**

Look for evidence that students are able to:

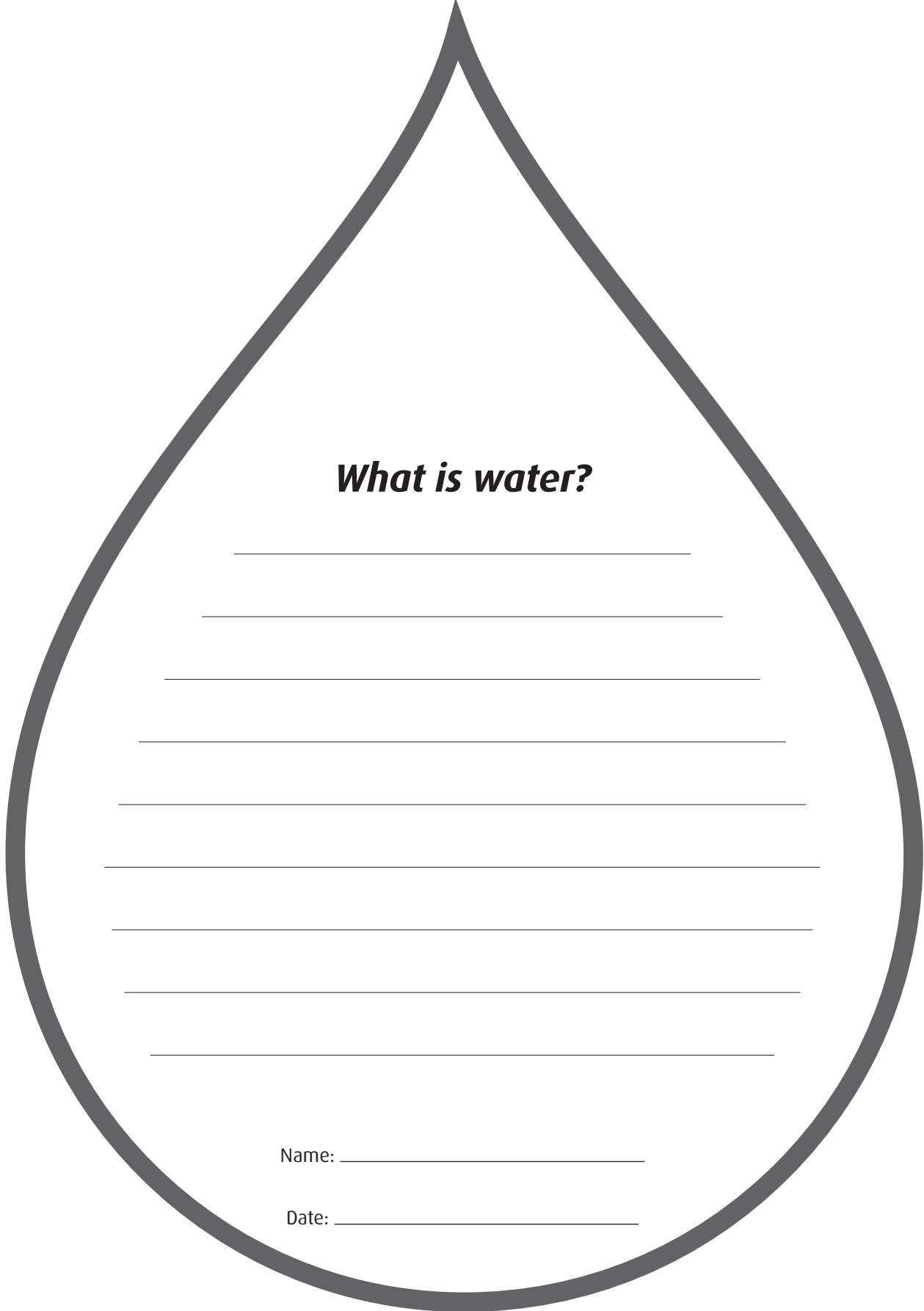
**Science**

- ▶ Questioning and predicting
  - Make simple predictions about familiar objects and events
- ▶ Processing and Analyzing
  - Identify simple patterns and connections
- ▶ Evaluating
  - Compare observations with those of others
- ▶ Communicating
  - Communicate observations and ideas using oral or written language, drawing, or role-play



# What Is Water?

Name: \_\_\_\_\_ Date: \_\_\_\_\_



***What is water?***

\_\_\_\_\_

\_\_\_\_\_

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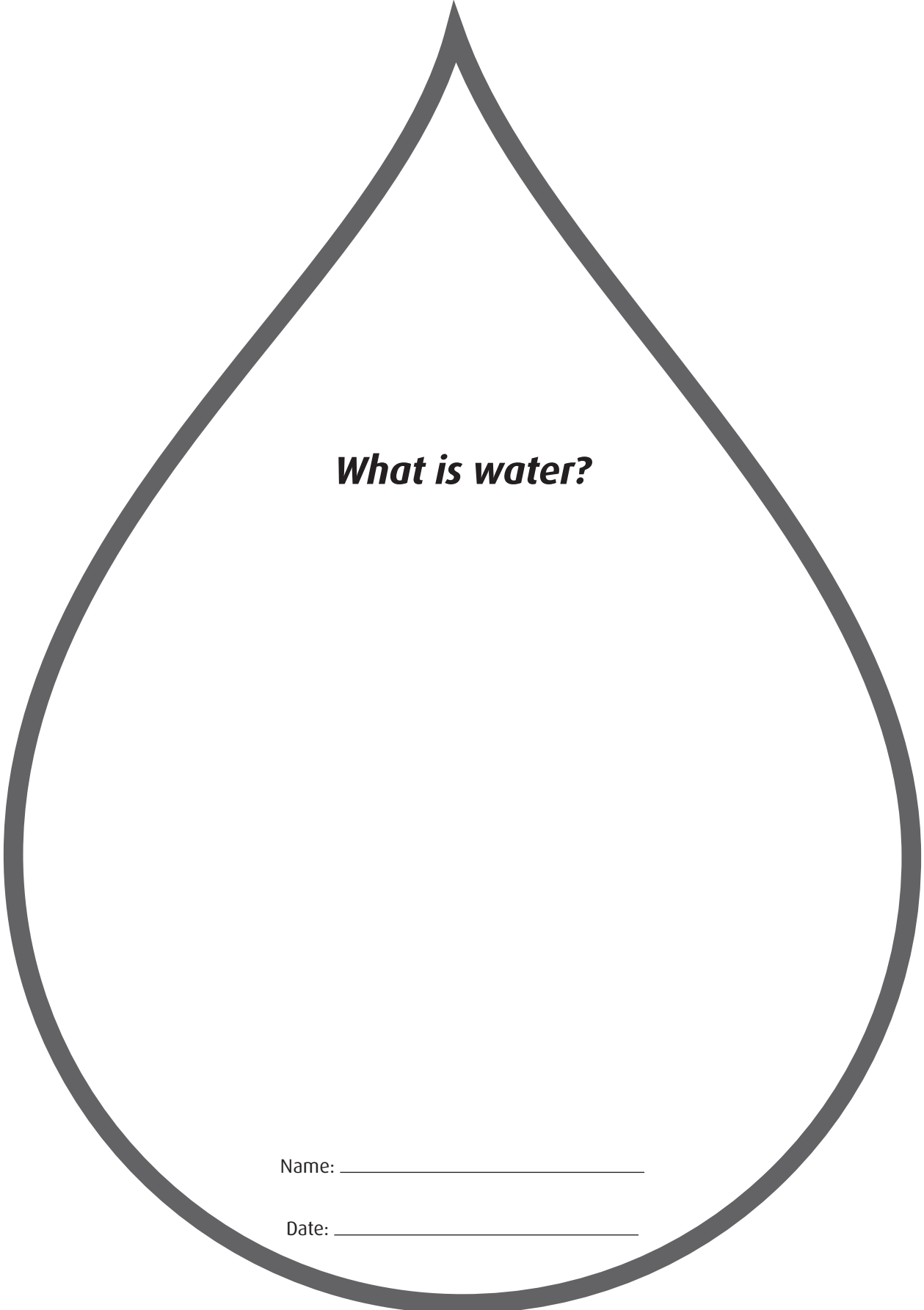
Name: \_\_\_\_\_

Date: \_\_\_\_\_



# What Is Water?

Name: \_\_\_\_\_ Date: \_\_\_\_\_



***What is water?***

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Assessment Tool: What Is Water?

Student Names	Questioning			Procedures and Evidence		Analysis		Communi- cate
	Makes and records observations about objects and events in familiar contexts	Uses observations and curiosity to form their own questions	Makes predictions based on their observations	Safely uses materials to test their predictions	Gathers and organizes simple data	Sorts and classifies data and identifies simple patterns	Uses simple data to establish a relationship between their predictions and results	Communicates observations and ideas reflecting personal experience of place
<b>LESSONS 5A-5D</b> Date: _____  <b>Notes:</b>								Meets
								Exceeds
								In Progress