



# Lesson 9

## Water Words



Learning Standards & Assessment



Time



Resources



Curricular Integration



Handouts

CRD

every drop counts





## English Language Arts

### Big Ideas

- ▶ Playing with language helps us discover how language works.

### Content

- ▶ Strategies and processes
  - reading strategies
  - oral language strategies
- ▶ Language features, structures, and conventions
  - word patterns, word families



**45-60 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 9: Water Words

## Purpose

In this lesson, students engage in a number of activities to help them review vocabulary terms related to water and water conservation.

## Preparation

Review the teacher resource “*Water Words*” and add any additional words from your class vocabulary list as necessary. Make one photocopy of the resource/student. Cut out the words and place them in the envelopes (one complete set/student).

1. Photocopy:
  - student handout - *Water Words* (one/student)
  - student handout - *Word Maps* (three/student)
  - assessment tool - *Water Words*
2. Photocopy “*Water Words*” Game (one/group), cut out and place into an envelope (one/group)

## Procedure

### Warm-up: Strategies for learning words

Review with students their strategies for learning new words. For example:

- sounding the word out
- looking for parts of the word that are familiar
- reading or hearing the word in context
- looking at pictures

## Word Maps

1. Distribute the student handout “*Water Words*”. Have students put different marks beside words they know (✓), are unsure of (?), and don't know (\*). Distribute three blank Word Maps to each student.
2. Go over each word individually, and define them as a class. Use the definitions found in Appendix B: Glossary as necessary.



### Teacher Resources

- ▶ Assessment Tool:  
     *"Water Words"*  
     *"Water Words Story"*  
     *"Water Words Map"*

### Student Resources

- ▶ Handout *"Water Words"*  
     (one/student)
- ▶ Handout - *"Water Word Map"*  
     (three/student)

### Lesson resources

- ▶ Class vocabulary list
- ▶ *"Water Words"* Game for cut-outs
- ▶ Envelopes (one/group)

3. Have students complete a word map for three words they did not know or were unsure of. Encourage them to personalize the word maps (add videos, texts, songs, activities, personal or shared stories and diagrams that help remember the definitions.)

## Water Word Categories

1. Referencing the *"Water Words"* list, demonstrate ways to show connections among related words and draw on pre-knowledge to learn unfamiliar words. For example:
  - Evaporate, evaporation, vapour are all related. They all have vapour in them.
  - We make reservations at a restaurant to save a table. *"We reserve water in the Sooke Reservoir."*
  - Lake, river, and ocean are all bodies of water.
  - Waste is the opposite of conserve. Melt is the opposite of freeze.
  - Divide the class into groups, and distribute one envelope of words to each group. Challenge students to come up with at least three different ways to organize the words. If students are having problems getting started, offer suggestions such as:
    - alphabetically
    - from shortest word to longest word
    - creating a web
    - creating a list with categories (e.g., *"bodies of water," "opposites"*)
    - *"action words," "things,"* and *"other."*
3. Debrief as a class, and invite groups to share the different ways they organized the words. Did this exercise help them with their understanding of the various terms?
4. Distribute an Assessment Tool, *"Water Words, Water Words Story* or three *Water Word Maps"*, to define Reservoir, Precipitation and conserve. Go over it as a class, ensuring students understand the instructions.



## Assessment Opportunity

Collect students' completed sheets and check for accuracy. Discuss students' responses using prompts such as:

- My favourite new word is \_\_\_\_\_. I can use it in a sentence this way: \_\_\_\_\_.
- My favourite strategy for learning new words is \_\_\_\_\_.

Add students' completed sheets to their Water Portfolios.



## Curricular Competencies

Look for evidence that students are able to:

### English Language Arts

- ▶ Comprehend and connect
  - Read fluently at grade level
  - Use sources of information and prior knowledge to make meaning
  - Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- ▶ Create and communicate
  - Exchange ideas and perspectives to build shared understanding



## Extensions and Adaptations

- ▶ To facilitate rearranging and ordering the words in different ways, you may wish to provide students with the vocabulary terms written on removable sticky notes.
- ▶ For ESL students, provide additional concrete objects, charts, pictures, facial expressions, etc. to assist in learning new terminology and making connections.
- ▶ Have students create a book of water words with their unit word maps.
- ▶ Use the vocabulary list for other activities such as:
  - memory games
  - matching games
  - create individual or class illustrated glossaries.
  - mix and match word to definition or image
  - complete word map
  - make a sentence with...
  - mad libs - each person writes a sentence to make a group story knowing only the last word of the previous sentence.
  - write a story
  - write a poem
  - charades
  - bingo
  - slap-it - read the definition, students race to slap the word or write it on the board. To avoid accidents, have two identical boards of vocabulary rather than one shared.



## Curricular Integration

Science: This lesson builds students' understanding of science vocabulary and concepts related to the water cycle, water sources and water conservation.



## Water Words

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

1. Create a symbol in the box for:

*Words I know*

*Words I maybe know*

*New words*

2. Put a symbol next to each water word.

*boil*

*efficient*

*ocean*

*cloud*

*evaporate*

*precipitation*

*condensation*

*evaporation*

*pressure*

*conserve*

*fog*

*pump*

*conservation*

*freeze*

*reservoir*

*contaminated*

*fresh water*

*river*

*creek*

*groundwater*

*runoff*

*cycle*

*ice*

*waste*

*dam*

*lake*

*watershed*

*drain*

*liquid*

*well*

*disinfect*

*melt*

*vapour*



## Water Words Game

boil

efficient

ocean

cloud

evaporate

precipitation

condensation

evaporation

pressure

conserve

fresh water

pump

conservation

freeze

river

contaminated

fog

reservoir

creek

groundwater

runoff

cycle

ice

waste

dam

lake

watershed

disinfect

liquid

well

drain

melt

vapour





## Water Words

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

*Fill in the blanks. Pick from these eight words.*

*vapour, waste, well, conserve, evaporate, ocean, condensation, reservoir*

1. *It is very important for everyone to \_\_\_\_\_ water.*
2. *Water \_\_\_\_\_ is the gas form of water.*
3. *Some people get their water from a \_\_\_\_\_ in the ground.*
4. *The biggest source of drinking water in the Victoria area is the Sooke Lake  
\_\_\_\_\_.*
5. *All the fish who live in the \_\_\_\_\_ need water to survive.*
6. *Turn off the tap so you don't \_\_\_\_\_ water.*





## Water Words Story

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

**Write or tell a story using at least 5 of these words:**

***vapour, waste, well, conserve, evaporate, ocean,  
condensation, reservoir, fresh water***

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**What is your favourite way to learn new words?**

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# Water Word Maps

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

The diagram features a central cloud shape at the top with a horizontal line and the text "(word)" below it. Below the cloud are three water droplets of varying sizes. The largest droplet in the center contains the text "Draw it:". To its left is a smaller droplet containing the text "Define it:" and four horizontal lines. To its right is another smaller droplet containing the text "Use it in a sentence:" and four horizontal lines.

***What is your favourite strategy to learn new words?***

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## Water Words - Mix and Match

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

*cycle*

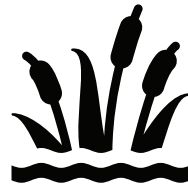


*salt water (ocean)*



*liquid*

*watershed*



*precipitation*

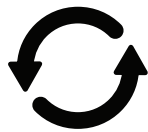


*condensation*



*solid*

*reservoir*



***What is your favourite way to learn new words?***

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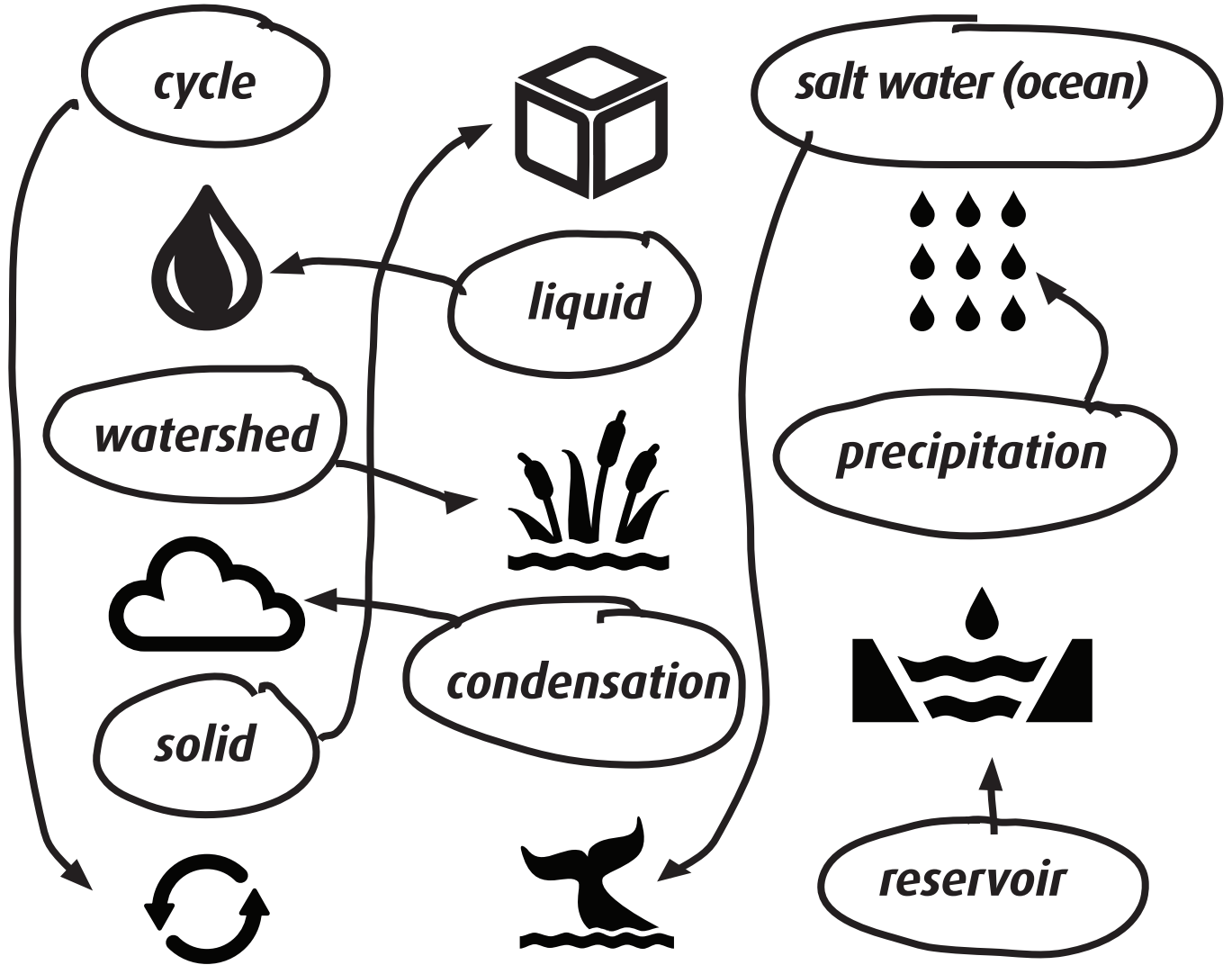


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# Water Words - Mix and Match Answer Key

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



***What is your favourite way to learn new words?***

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