


Wonderful Water	
	
Learning Objectives	Time: 45-60 Minutes
<p>Students will learn:</p> <ul style="list-style-type: none"> ✓ How water changes and why. ✓ Water never disappears. ✓ The basic parts of the Water Cycle. ✓ Why our rivers are important. ✓ How water gets to our taps. 	<p>Key Vocabulary and Terms</p> <p>Water Raw Water Drinking water Reservoir States Disappear Water Cycle Water Steam Ice Rivers Taps</p>
Inquiry Questions	
<ul style="list-style-type: none"> – Does water disappear? – What are the different states of water? – How does water get to our houses? – How is drinking water different to water in rivers and lakes? – Where does our drinking water come from? – What is a reservoir? What is it for? 	
Teaching and Learning	Resources
<p>Orientation:</p> <p>Minds on activity: Make a rain storm (3 mins)</p> <p><i>Purpose: orientate students into thinking about water in a familiar context, and an engaging activity.</i></p> <p><i>Have the class do the following actions. The result is the sound of rain building up and then petering out. It sounds very realistic!</i></p> <ol style="list-style-type: none"> 1. Students rub palms together 2. Students tap two fingers on the top of a balled fist 3. Students slap their hands on their knees. 4. Students tap two fingers on the top of a balled fist again 5. Students rub palms together <p>Activity: Read the Falling Raindrop (5-7mins)</p> <p><i>Purpose: Begin to build understanding of the processes of the Water Cycle.</i></p> <p>While reading, pause to ask the following questions to confirm and integrate understanding:</p> <ul style="list-style-type: none"> – Where did the raindrop fall from? If he came from the cloud, what is the cloud made of? – What made the raindrop rise? – Will the raindrop live forever? Why? 	<p>Use slides provided to support all activities.</p> <p>Read: The Falling Raindrop. The text is in the slides. There are various versions online. Here is one with sign language.</p>
<p>Body:</p> <p>Activity: Know the basic movements of the Water Cycle (5 mins)</p> <p><i>Purpose: help students visualise the basic processes of the water cycle.</i></p> <p>Using the diagram, explain to students that water never disappears: it only <u>changes</u>. Water is constantly moving through a process called the Water Cycle.</p>	<p>Continue to use slides to support all activities.</p>

Activity: Think Pair Share – guess the words (5 mins)

Purpose: have students consider how heating and cooling water changes its state.

- Students try to identify the words with missing letters.
- After thinking, have students share their answers with those around them.
- Share as a class.

Explain:

- *That there are three 'states', in which water can exist.*
- *When we heat water, it becomes steam.*
- *When we cool water, it becomes ice.*

Activity: Act out the states of water (5 mins)

Purpose: a tactile way to cement the states of water in students' minds.

- Encourage students to stand up and spread out.
- Ask them to act out each 'state' of water as indicated on slides.

You may wish to highlight students who do a particularly good job.

Remind students that water only changes states – it never disappears. In fact, students could be drinking the same water that a dinosaur did!

Activity: Brainstorm – Why are rivers important? (5 mins)

Purpose: Reorientate students into rivers specifically, so that discussions of drinking water make more sense.

- Can be done verbally, or record answers on whiteboard or similar.
- Use the slides to highlight four key reasons:
- ***Provides wildlife habitat***
- ***Provides recreation***
- ***Water for farming***
- ***Water for drinking***

Activity: Physical demonstration of how water gets to our taps (10-15)

Purpose: Paced walk-through of the steps and process behind getting water to our taps. This helps students see the elements both individually and as a whole.

Create your own props or use our print out, **Resource A**. These should be prepared beforehand. A towel or long piece of cloth would serve well as a river. You could also use butcher's paper, and have students decorate the river collectively before this lesson.

Use the A3 print outs and pipes, as well as the slide: *How does water get to your tap?* As you look at each stage, introduce a prop/print out, starting with the reservoir. By the end we can see the whole process from water source to tap with the pipes in between.

Take time to pause and ask questions to check understanding.

You may also like to ask students if there are other places we get water? For example, Elmore's water comes from an underground aquifer.

Use provided slides to support all activities.

Resource A – A3 print outs.

Plenary:

Activity: Quick Quiz! (5 mins)

Purpose: Reinforce the keys parts of the lesson by touching on key words and ideas from the learning intentions.

Use the slides to support this activity.

Optional: Use **Resource B**, answer sheet.

Extension:

Create a water cycle in a jar:

<p>Students can make a water cycle at home. Here is tutorial video that can be shared with students or used in your classroom: https://youtu.be/bsYvINPyTUc?si=3if0jqEcZR1uDi8w</p> <p>Where does MY water come from?</p> <p><i>This is a good opportunity to have students investigate where their water comes from. Use this link: https://connect.coliban.com.au/our-water-supply. Students can locate their town on the map, and then access details of how their drinking water is supplied.</i></p>	
Curriculum Links	
<p>Level 2 Geography:</p> <ul style="list-style-type: none"> - Natural, managed and constructed features of places, their location and how they change. - Describe and explain where places and activities are located. - Identify how people are connected to different places. <p>Level 2 Science:</p> <ul style="list-style-type: none"> - Objects are made of materials that have observable properties - Earth's resources are used in a variety of ways 	