07/25 – Version 1

Wonderful Water

Learning Objectives

Students will:

- 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.

Inquiry Questions

- 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?

Time	Approx 45-60 minutes
Curriculum Alignment	**Humanities > Geography > Levels Foundation to Level 2** **Geographical Knowledge and Understanding > Places and our connections to them** Students learn about: - the places in which they live, why their places are important to them, the features of places, and how places can be looked after. VC2HG2K01 - the natural and constructed features of places, how they change and how they can be cared for. VC2HG2K05 **Science > Science as a Human Endeavour > Level Foundation to Level 2** **Science Understanding > Earth and space sciences** Students learn about: - taking care of Earth's water, land and air involves consideration of reducing, re-using and recycling materials to conserve Earth's resources. VC2S2U09
Key Vocabulary and Terms	• Water • Raw Water • Drinking water • Reservoir • States • Disappear • Water Cycle • Steam • Ice • Rivers • Taps

Teacher and Learning sequence	Resources
Orientation: **Activity:** Make a rainstorm **Time**: 3 mins. **Purpose**: orientate students into thinking about water in a familiar context, and an engaging activity. Have the class do the following actions. The result is the sound of rain building up and then petering out. It sounds very realistic! 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	Use slides provided to support all activities.
Activity: Read the Falling Raindrop **Time**: 5-7mins. **Purpose**: Begin to build understanding of the processes of the Water Cycle. While reading, pause to ask the following questions to confirm and integrate understanding: - 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?	Read: **The Falling Raindrop.** The text is in the slides. There are various versions online. Here is one with sign language
Body: **Activity:** Know the basic movements of the Water Cycle **Time**: 5 mins. **Purpose**: help students visualise the basic processes of the water cycle. Using the diagram, explain to students that water never disappears: it only changes. Water is constantly moving through a process called the Water Cycle.	Continue to use slides to support all activities.
Activity: Think Pair Share – guess the words **Time**: 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 **Time**: 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? **Time**: 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 **Time**: 10-15mins. **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 printout, **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.
Continuing learning and extension	**Resources**
Activity: Quick Quiz! **Time**: 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.

Create a water cycle in a jar: 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/bsYvlNPyTUc?si=3if0jqEcZR1uDi8w **Where does MY water come from?** 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.	