

**Lesson Plan Template**

Topic: Weather  
 NSES: STS A to E; ASE A to E; SCS K-4 D  
 SOL: 2.1 and 2.6, ES 13  
**Daily Question:** Who Stole the Water?

Date: 07/07/03  
 Grade level: 2  
 Subject: Evaporation

*Good Connection!*

Procedures for Learning Experience	Guiding Questions	Materials Needed	Evaluation (Assessment)	Appr. Time in Minutes
<p><b>Engagement:</b>            Gather the students and look at the glass jars used during the previous days experiment on condensation. Ask the students, who stole the water? Have the students write in their journals what they think happened to the water and if the water line matched the predictions they made the day before.</p>	<p>Where did the water go?             Why do you think there is less water in the jar?</p>	<p>Containers of water with a line indicating the water level left over night.</p>	<p>Observe students reactions and observations</p>	<p>5-10</p>
<p><b>Exploration:</b>            Give each student a piece of paper and have them share water color paints with a partner. Ask students to predict what happens when you paint with water colors. What happens to the water? Where does it go? Have them paint a picture (they can paint anything they want) and when they are finished, ask them to observe their papers, are they wet or dry? Let the papers dry.</p>	<p>What happens to the water in your paints?             Did someone steal the water in the paint like the water left out over night?</p>	<p>Paper (enough for each student)             Water color paints             Water</p>	<p>Observation of participation (see rubric).</p>	<p>30</p>
<p><b>Explanation:</b>            Gather the students together to share their paintings. Ask them what happened to the water in their paint? Where did it go. Have the students lead the discussion. Bring up the lesson on condensation. Talk about the <u>relationship between condensation and</u></p>	<p>Where did the water go?             What is it called when water comes from a liquid and goes into the air as a gas?</p>	<p>N/A</p>	<p>Observation of participation, not formally assessed.</p>	<p>20</p>

<p>relationship between condensation and evaporation. Explain to the students that the paint is wet when you brush it onto the paper, but later it dries. Why? The water molecules in the paint escaped into the air. (They evaporated.) These water molecules floating in the air are called water vapor. You can't see them, but they are there. When the water molecules in the paint escape into the air, only the color remains on the paper.</p>				
<p><b>Extension:</b> Ask students if you put food coloring in water, if both the water and food coloring will evaporate or just the water? Try this and have the students make predictions and see what happens the next day. <u>Wipe the blackboard with a wet sponge</u>, what happens to the water when it dries? Have the students work with a partner and try to come up with three examples of evaporation in nature or their lives and write them in their science journals (they may use examples previously discussed).</p>	<p>What are some examples of evaporation in nature?</p> <p><i>good connectivity</i></p>	<p>Food coloring Petri dishes or small dishes Water</p>	<p>Observation of participation (see rubric).</p>	<p>5-10</p>
<p><b>Evaluation:</b> Students will participate in the activity and the discussion and write their predictions and observations in their science journal for assessment. Students will be assessed on their ideas about evaporation in nature and their lives.</p>	<p>Did the students actively participate in the activity?</p> <p>Did they write in their science journal?</p>	<p>See Exploration and Extension</p>	<p>Observation of participation (see rubric).</p>	<p>N/A</p>

Notes: Since the students are working with paints, it is suggested that students wear smocks. Since students are paired, differentiation can be achieved by pairing the students appropriately. All students can observe what is happening in their experiment, use the zone of proximal development when assessing each students observations and participation.

<http://www.lessonplanspage.com/more/ScienceOWaterCycle2EvaporationA4.htm>