

LCM Informal Loop

<p>LCM Lesson Plan: Where did the Water Go?</p> <p>Standards: <i>Science:</i> A4, B1, & B2; <i>Language Arts:</i> A2; <i>Math:</i> A4 & A6; <i>Cultural:</i> D1, B1</p> <p>Science concept: Evaporation helps create the weather around us</p>	<p>Name: Sarah Satre: Auke Bay Elementary School</p> <p>Grade level: 4</p>	<p>This lesson will take 4–5 days. But it could go for as many days as you like/your children like.</p>
<p>Gear- Up: Ask students if they know where water comes from & where it goes and write down their ideas on the board. Read pages 22–27 of <u>A Drop of Water by Walter Wick</u>. Have an elder come in and read a native book on evaporation. After the two readings have been done, revise what your students thought about water. Get two paper towels, place them in separate cups and get them wet. Place the cups on each side of a balance and balance them so the kids know that each paper towel has the same amount of water. Ask, “How fast do you think they will dry?” or “How long do you think these will take to dry?” Have the kids make observations and predictions in their science journals. Then, put a lid on one cup and ask the kids if they think this will make a difference. Have the kids make more observations & predictions about one cup having a lid. The next day observe the paper towels in the cups and have the kids write more observations and predictions in their journals.</p>	<p>Process Skills</p> <p>Communicating Observing Predicting</p>	<p>Materials</p> <p>2 cups with lids balance paper towels water <u>A Drop of Water by Walter Wick</u></p>
<p>Explore: Each group of 3–5 students will be doing an investigation of evaporation. Each group will be observing 2 different cups of water in 2 different locations around the room. Brainstorm places to put the cups then each group will choose their 2 locations. Have the kids put 1/2 a cup of water in each cup and mark the water level on each cup. After placing the cups, make predictions in science journals about how fast/slow the water will evaporate. Which cups will lose water the fastest/slowest. Have students think about the placement of the cups when making predictions in their science journals. Beginning that afternoon the kids will observe their cups twice each day for 4 days. They should make observations in their science journals each time, and mark new water levels when necessary. Discuss each day, as a whole group, the observations and predictions the kids make. Make comparisons with cups in the same and different locations around the room.</p>	<p>Observing Predicting Communicating Collecting Data</p>	<p>2 cups for each group of 3–5 students, water, food coloring (if you wish), permanent markers, rulers</p>

<p>Generalize: What happened to the water in each of your cups? Did the placement of the cup make a difference in how long it took for the water to evaporate? Why do you think this? Would it make a difference if your cups had lids? Why? Where does evaporation fit in our study of weather? What happens to the rainfall in Juneau? Where does all our rain water go?</p>	<p>Questioning Communicating</p>	<p>Vocabulary Water cycle Evaporation Condensation</p>
<p>Apply/Assess: Students will write a letter to person who wonders what will happen to a puddle he/she has been observing on a hot day. They will also illustrate how they might see a puddle evaporating.</p>	<p>Communicating Predicting</p>	
<p>Extensions: The students will try the investigation again, but place lids on some of the cups. Also, we will graph our findings from the first investigation and make predictions based on the data. For homework have the students talk with parents and/or older relatives what they know about evaporation and how it affects the world.</p>	<p>Predicting Communicating Observing</p>	